

# S A F E T Y

Two Sections • Section One



## EDITOR'S NOTEBOOK

Some months back SAFETY EDUCATION invited school administrators nationwide to write for this issue of your magazine on the subject of how to gain local P.T.A. cooperation on safety projects. The statements of these administrators were received in our publications office before the opening of school . . . you will find them in this issue under the title: "P.T.A. A-B-C's."

Last month Alice Catherine Mills, Director of Women's Activities of the National Safety Council, introduced the 1953 Carol Lane award winners to delegates attending the 41st National Safety Congress. She simultaneously, though entirely coincidentally, reinforced the majority opinion of the school administrators mentioned above. For (as related in the story "P.T.A.'s Take the Prizes") there were three P.T.A. individuals and one P.T.A. group in a field of eight award winners in this nationwide contest to discover the most effective efforts for traffic safety by American women in 1952.

The point? More simply stated, it is this: never underestimate the power of your P.T.A. Properly inspired, its members can prove of major help in advancing the cause of safety for children in your school. And you will find ideas on projects with which to inspire these parents in both of the articles mentioned above.

Also in this issue you will find the names of 295 schools which this year qualified for the National School Safety Honor Roll. On the list: eight schools which have qualified for the ninth consecutive year; 80 elementary and secondary schools appearing for the very first time; three teachers colleges, also appearing for the first time . . . the first to receive such rating under the expanded membership program adopted at the 1952 Safety Congress. In between the 83 appearing for the first time and the eight appearing for the ninth time, you will find all the rest of the 295 schools which have year by year improved a well-rounded safety program serving local community needs.

We hope your school is listed among those now honored. If it is not, we hope you will be inspired to upgrade your school safety program so that your school qualifies for the National Safety Honor Roll next year. To find out more about how your school can earn this honor, write first for the evaluation check list mentioned in the article beginning on page 19. For further help read this and future issues, as school people nationwide tell you how they have instituted or improved their general or specific safety education programs, thus perhaps giving you an idea on how to improve your own.

Alice M. Carlson

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**ON OUR COVER:** Mother waves the children off to school. It's a wise administrator who has already helped her to see that her responsibilities for the safety of her youngsters do not end with the wave. There are ideas on how to interest Mom . . . and Dad . . . in safety education activities at home and school on the pages that follow. Photographs on cover and page 10 by Harold M. Lambert.

**SCHOOL AND COLLEGE  
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Contents of SAFETY EDUCATION  
are regularly listed in "Education  
Index."

**S A F E T Y**

*Education*

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIII No. 3 Section One

Alice M. Carlson, Editor

C. H. Miller, Advertising Manager

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# East Providence Protects Against

*A three way fire protection program is in effect for the 1500 students of this new high school in East Providence, Rhode Island.*

**Unique fire protection system guards new Rhode Island high school, lowers fire insurance rates as well.**

**A**FTER the roof of the A. P. Hoyt School was seriously damaged by fire in 1940, the town of East Providence, R. I., did some concrete planning about fire protection in its school system. Town officials realized that a really effective fire protection program is compounded of three elements . . .

▶ a comprehensive detection and alarm system that can promptly locate and warn of a fire anywhere in a school building . . .

▶ a uniform alarm system helping to assure an orderly evacuation and prevent panic . . . and

▶ a rapid, effective means of extinguishing a fire before it can make serious headway.

Details of the program, worked out by Fire Chief John A. Laughlin with full cooperation of the school board, were put into effect gradually. A distinctive uniform signal, recognizable by every pupil from kindergarten to high school, was established for the entire school system. Uniform alarm sounding devices and uniform procedures for turning in an alarm were pre-

scribed. Then, in October of last year, the town dedicated its new senior high school . . . a building fusing modern protective concepts and equipment to insure minimum loss of lives and property in an emergency.

Built at a cost of \$4,000,000, the 1500 student high school contains a unique and comprehensive fire protection system known as the East Providence-type of school alarm system. Architects and fire protection engineers worked together to create a system that will automatically detect a fire, sound an alarm and bring fire apparatus to the scene . . . all within 2½ minutes.

Major elements in this system are:

▶ an automatic detection system, with several hundred unit fire detectors located throughout the building to sense a fire and sound an alarm without human intervention.

▶ a group of strategically placed manual fire alarm boxes which operate in parallel with the detectors to summon help in case of fire or other emergency.



*From top to bottom at right: the library, a typical classroom, and the cafeteria of the new high school. Fire detectors are installed in the ceiling of virtually every room.*

# Fire

▶ a direct tie-in between the school's alarm system and that of the city, automatically insuring arrival of fire apparatus without delay.

▶ an automatic sprinkler system in major hazard areas.

▶ a zoning arrangement that divides the building into six zones for systematic handling of emergencies. Plus an annunciator panel which designates the zone in the building in which the emergency occurs.

▶ a system of indicator lights outside the building, keyed with the annunciator panel for guiding approaching fire apparatus quickly to the proper area and floor of the building.

▶ a well-conceived floor plan to insure safe and rapid evacuation of the building . . . plus modern features in the utilities system to make fire detection and extinguishing as foolproof as possible.

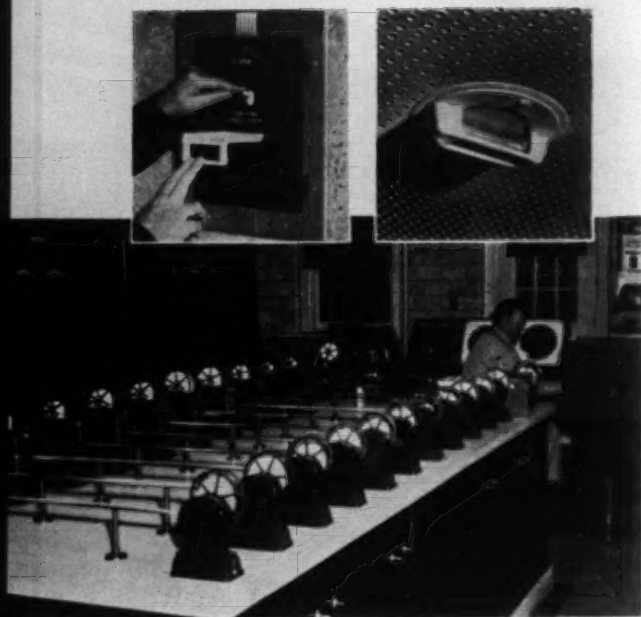
The automatic fire detection system contains a total of 525 Fenwal unit detectors, with detectors installed in virtually every room. Classrooms, corridors, storage space, work areas and public areas are all protected. Locations where large groups congregate or which present a potentially large fire hazard are particularly well covered. For example, the auditorium, with 13,000 square feet of floor space, has 34 detectors located in truss space above the hung ceiling and in backstage areas.

The detectors operate by rate-compensation actuation, a recently developed principle. This causes the detector to operate either at or slightly below a pre-selected protection temperature, depending on the rate at which surrounding air temperature rises. This provides valuable seconds of anticipation when the temperature rises rapidly, while assuring a fixed temperature response in slow rate of rise. The unit responds to air temperature, rather than to its own internal temperature. Thus the unit does not have to warm up to a uniform temperature and the alarm is sounded with mini-



mum time lag. Individual detectors actuate at 160F and wire into a six-loop circuit, with each loop protecting a specific fire zone in the building. Any single detector can trigger the entire alarm system.

In series with the automatic detectors are 23 manual alarm boxes for use if need arises. These are located on all levels of all stairways, around the swimming pool, and in the gym,



*Above: whether actuated by hand or automatically by ceiling detectors, a school fire alarm is sounded simultaneously at fire headquarters. From nearby stations, 2½ minutes away, five pieces of equipment respond to the first alarm with assistance for any type of emergency. All other stations are alerted for a second alarm.*

auditorium, and industrial arts shops. They are thus useful for summoning help in all types of emergencies.

A novel feature of this system is the ease and rapidity with which an alarm can be traced to a specific part of the building. The two building floors are divided into three zones each and each zone is wired to an annunciator panel in the boiler room. This panel, with six indicating lights corresponding to the fire zones, informs the school's engineers at a glance of the location of the emergency. The zone alarm circuits also control a set of red lights mounted at various locations outside the building. Actuation of any alarm circuit illuminates the appropriate exterior light, so that approaching fire apparatus is guided immediately to the proper section and floor of the building. No time is lost while firemen search through the building for the trouble . . . and a few minutes saved at the early, critical stage of a fire can often mean the difference between a minor fire and one spread to serious proportions.

When any loop of the alarm circuit is actuated, two alarm actions take place. All alarm horns in the building, plus a warning bell on the supervisory panel in the principal's office,

are sounded. At the same time, the signal trips the municipal fire alarm box outside the school, summoning the city's fire department. Too often, in confusion accompanying an emergency, valuable minutes are lost because no one remembers to call for help. In East Providence such delays are impossible. A school alarm sends to all city fire stations a coded alarm alerting them for a possible second alarm. Meanwhile, from nearby stations 2½ minutes away, five pieces of equipment . . . one pumper, one aerial ladder truck, two hose trucks, and a rescue truck . . . respond to the first alarm. Whether the emergency is a fire or an accident, a full range of trained personnel is called to the scene.

As additional safeguard, East Providence planners installed an automatic sprinkler system in more hazardous areas of the building. Should a fire break out in the backstage and storage rooms of the auditorium, in the cafeteria kitchen, boiler room, or industrial arts shop, sprinkler heads will spray the area with water while the detectors summon outside help.

The thoughtful planning that went into the building and its utilities systems has added measurably to protection given by detection and extinguishing facilities. Emergency power generators will supply power for all exits, corridors, lobbies, stair towers and public areas such as auditorium, gym and swimming pool in case the regular supply fails. Master switches can stop all machinery in the industrial arts shop. All forced air and exhaust fans are controlled from a central panel, enabling engineers to cut off updrafts during a fire. For fire fighting, water can be pumped from four private hydrants outside and 24 inside hydrants.

Under Rhode Island law all schools hold fire drills at least once a month. Speedy, organized building evacuation taught at these drills is helped by original building planning. There are more than 15 exits from the building, spaced so that the average distance between any interior point and the nearest exit is 70 feet, certainly less than a minute's walk. Building stairways are self-contained fire towers, closed off with aluminum smoke screens and reinforced glass, virtually eliminating the possibility that any stairway can be blocked by smoke or flame. Each instructional area has directions posted on the wall as to what exit to use in case of fire, while teachers are delegated stations to insure orderly and complete evacuation. It takes only approximately 1 minute and 10 seconds to clear the entire building.

# P.T.A.'s Take the Prizes



*At left: Mrs. Yeva Tomlinson, school teacher and first Carol Lane award winner, returns to St. Joseph, Mo., from the 1952 Safety Congress. The '53 winner, just announced, has been chairman of the safety committee of the Ithaca, N. Y., P.T.A. Council three years.*

Chairman of safety committee of Ithaca, New York, P.T.A. is 1953 Carol Lane award winner. Two other P.T.A. chairmen and one P.T.A. Group receive honorable mention for traffic safety work carried on in 1952.

**P.T.A.** MEMBERSHIP is a natural springboard to leadership of civic programs for street safety.

That, at least, could well have been the conclusion of those who witnessed the October 20 presentation of the second Carol Lane awards at the 41st National Safety Congress in Chicago.

Eight awards . . . for extraordinary accomplishments by women or women's groups in developing and directing traffic safety programs in a community or state during last year . . . were made that day by the National Safety Council, administrators of the awards through grant of the Shell Oil Company. Three of the four individual awards went to women who had begun or were currently conducting their en-

by Alice M. Carlson

deavors for local traffic safety as members of their P.T.A. One of the four group awards went to a P.T.A. organization.

First place winner among individuals was Mrs. William C. Black of Ithaca, New York, for the past three years chairman of the safety committee of the Ithaca P.T.A. Council.

Honorable mentions in the individual category went to:

Mrs. R. H. Walter, safety chairman of the Oregon Congress of Parents and Teachers,

Mrs. Betty Williams, Provo, Utah, whose en-



deavors for safety were strictly as an individual, and

Mrs. Henry Pierson, Evanston, Illinois, P.T.A. member who is chairman of the school safety committee of the Evanston Safety Council.

First place winner among women's groups working for safety was the 4th District Pilot Club of Florida. Honorable mentions in this category went to the Buechel Women's Club of Kentucky; the Milliken, Colorado, Women's Club . . . and the 10th District P.T.A. of Los Angeles, California.

First award in each category was a \$1000 defense bond and a bronze sculpture symbolizing "woman's protective instinct." All honorable mention award winners received plaques decorated with a bas-relief of the award sculpture.

Mother of two children, Mrs. Black originally became interested in safety programs because of poor traffic conditions around the school her youngsters attended. She became active in her P.T.A., worked to correct these conditions for several years before being named chairman of the safety committee of the Ithaca P.T.A. Council three years ago. In this capacity she broadened her activities . . . and, in turn, her activity aroused other groups. Eventually a county safety council was formed, this group having as its interest promotion of safety in industries, homes, schools, and on streets and highways. She has been vice-president of this group since its organization.

The activities for which Mrs. Black was cited by the Carol Lane awards program are most extensive. There were eight separate areas of action: for better traffic enforcement in the city and courts; for better county enforcement; pedestrian safety for children; pedestrian safety problems at schools; education for bus drivers; legislation; education of the public in highway safety; and continued public information.

Activities of Mrs. Black connected strictly with the schools will typify the type of continued work which made her the Carol Lane award winner. For example, she was warned by the chief of police of her city that, because of lack of manpower, the assignment of a patrolman to each school could not be continued. A survey was then made by the committee on what was being done in 12 other cities about crossing guards. The survey included details on salaries, eligibility of applicants, authority, uniforms and training. With an acceptable plan drawn up, funds were appropriated by the Common Council of Ithaca to employ crossing guards. After a

trial period of one year, the number of guards was increased and salaries were raised.

In September, 1952, at the initial open meeting of the P.T.A., Mrs. Black presented a study of an accumulation of traffic hazards at schools. Channeled to proper authorities, this study was followed up periodically during the fall and winter. Final results of the concentrated reminders to officials were: metal policemen at top and bottom of hills and dangerous intersections; improved markings and replacement of signs at an important main highway, widening of a bridge (over which school children pass after alighting from busses) to include a foot path . . . and construction of a graveled walk along the road near that bridge. Also, speeding and stop sign violations were reduced by installation of electrical speed timers and better enforcement.

Prior to these activities Mrs. Black and her committee had secured bus transportation for junior and senior high students formerly dependent on hitch-hiking. She had also recommended to the P.T.A. sponsorship of a course for school bus drivers. Sponsored by the organization, these classes ran for four months as part of the adult education program of the Ithaca public schools.

Throughout all her activity for student safety, Mrs. Black was concerned to extend and cooperate with the efforts for safety education in the schools. Mrs. R. H. Walters, who received honorable mention for her activities in promoting traffic safety in her home city of Portland and her state, has been similarly active in safety movements for the past 11 years. She is now member, committee chairman, or other officer of 10 separate safety organizations. Her current offices, for example, include: state safety chairman of the Oregon Congress of Parents and Teachers (to which office she has been appointed for the fourth time); safety chairman of the Portland Federation of Women's Clubs; chairman, school safety, Traffic and Transportation Commission; and chairman, women's division, Portland Lite-A-Bike Committee. She is also a member of such groups as the junior safety patrol review committee, and the Oregon High Lifesavers, Inc.

In these and other capacities, Mrs. Walters has recently played a key role in organizing and carrying out an extensive bicycle safety education and bike lighting campaign; she has originated and organized support for three important traffic accident bills presented to (though not passed by) the 1952 state legislature; she has formed and become chairman of a coordinating



committee on school traffic safety problems composed of representatives of public and parochial schools, parent organizations and city officials . . . which organization dealt successfully with many traffic problems facing the city schools. With all these activities she also found time to act as safety chairman of the Franklin High School P.T.A. in 1952.

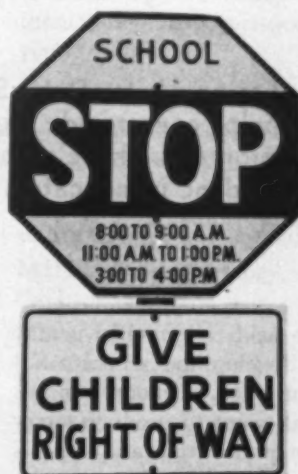
Mrs. Henry Pierson began her safety work in the middle 1940's as safety chairman of an elementary school P.T.A. in her home city of Evanston, Illinois. She was so successful in this capacity that the city safety council requested that she represent the council in the P.T.A. organizations of all of Evanston. In 1952 she became vice president of the Evanston Safety Council . . . and the lieutenant of traffic safety there credits her organizing all school P.T.A. safety chairmen in a city-wide program as being a major factor in Evanston's record of not one traffic fatality in 1952.

Last year Mrs. Pierson initiated four major projects in which every school child participated. These were: 1) school exhibits showing safety posters, songs, poems, puppet shows and stories . . . 2) a five month campaign on snow-balling, with school playground areas set aside for snow fights; 3) a holiday safety campaign stressing care as a pedestrian and driver . . . and 4) a bicycle safety project. Other campaigns she initiated resulted in the building of a city fire station away from its originally proposed site next to an elementary school and in the distribution of 5000 pamphlets to parents to help them teach their children to drive.

The Los Angeles Tenth District P.T.A. received its honorable mention for group work because of a program disseminated through and carried out by 380 local school units involving 378,000 members. Achievements for the year included securing of adequate crossing guards around schools, instrumentality in installation of street signals, making of traffic surveys, more comprehensive driver education courses in high schools, police demonstrations on traffic, painting in of loading zones, discouragement of double parking around schools, bicycle and pedestrian instruction for children, regular instruction to parents on traffic hazards for children, and others. Said Alice Catherine Mills, Director of Women's Activities for the National Safety Council:

"The number of various safety pamphlets distributed during the year by this group was staggering. In some instances they were given

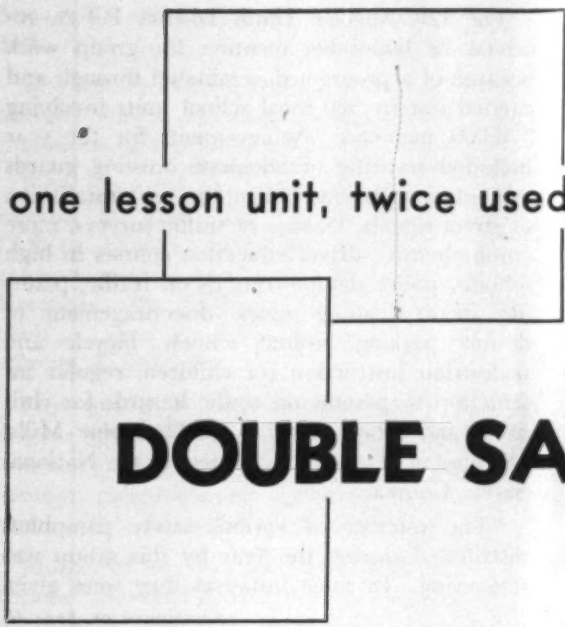
*Continued on page 40*



In the traffic safety campaign which won the 1952 Carol Lane award for a Missouri school teacher, children were mobilized as a safety squadron to check on jaywalkers. At left, using city maps, youngsters plan their campaign. Above: a school patrol boy reminds drivers to give children the right of way. Four prize-winning 1953 campaigns saw parents mobilized in special projects to further safety of children.

*Photos by Shell Oil Company*





one lesson unit, twice used, may equal a

## DOUBLE SAFETY LESSON

Lesson Units, Data Sheets and other National Safety Council helps can provide background material for special school safety programs. Here's how one such piece worked for a Chicago student in education . . .

SOMETIME in the next few months it may be your turn to develop the school auditorium program for the week, or month, ahead. You and your class will want to produce something different . . . something fresh and appealing . . . something which teaches a lesson at the same time that it entertains.

At that point you might follow the example of Russell E. Marchand and take down from your library shelves or dig out of your files material you have already used, directly, to teach safety to your class. Lesson units of previous months, for example. Or safety education data sheets on one or more subjects. Each one packed with ideas for teaching safety indirectly as well as directly . . . each one a springboard to a complete and well-rounded safety program for auditorium, P.T.A., or local radio presentation.

No, Russell E. Marchand is (or was not, last year) a school teacher. He was then a senior student at George Williams College in Chicago, enrolled in an education class. And he was faced not with an auditorium program but a class project. The purpose of his project was

to expose children to safety education via a radio skit. But the subject of the skit was still nebulous.

At that point Russell called the National Safety Council and asked for help. (Your local chapter or council would serve just as well.) He received a kit of information . . . samples of the materials previously prepared for and distributed to teachers throughout the country. Out of this he picked a talk for elementary school pupils entitled "Don't Fall for It." The ideas in that narrative presentation he turned into three short dramatic presentations at the elementary level. The three were tied together in one skit by music, by use of a common narrator . . . and by the fact that each one presented a single way in which a youngster created a falling hazard at home.

Next Russ took his script to young people to be acted out (in his case, for tape recording). He discovered that these young people were stimulated by the script to the extent, several times, of suggesting changes to make the situations more believable or realistic. Three hours of rehearsing and acting resulted in the final

taping of a seven minute presentation. The same three hours evidently impressed safety ways to some degree on the minds of young people taking part.

Would the same impressions for safety be created in the minds of listeners? Russell Marchand proved they could when he took his tape recording to the laboratory school of the University of Chicago, played it for youngsters in a fourth grade physical education class. After each of the three stories he led class discussion on what the tale had told of safety habits, encouraging conversation along paths of past (similar) accidents to these children. He found them eager to relate their individual stories. Whenever possible he abstracted from these the most important factor in the learning experience.

The next day the teacher passed out to this same class mimeographed questionnaires . . . planned to test retention of the skit message. Of the 29 returned questionnaires, only one showed an incorrect answer.

Russ earned congratulations from his professor for his education project. He also gar-

nered a request from the Chicago Board of Education to develop 10 more such scripts for use in the school system. Most important for this story, he demonstrated that ideas in Safety Council material need not be used once and laid aside . . . instead they may inspire teacher and class to production of interesting and informative school projects . . . projects that teach the identical safety lesson in an indirect but equally forceful fashion.

Of course the average school situation and Russell Marchand's are not identical. But there are similarities, enough of them for you seriously to consider glancing back over material in your files for dramatic possibilities. Then try developing a safety script. Give your students a major part in writing the material; let them produce the skit for the auditorium program, for presentation to the P.T.A., or simply as a project in dramatics or a demonstration of the techniques involved in production of radio skits and tape recordings. The doing may teach them safety in a manner doubly impressive to young minds.

## sample script

CRICKET (this is a personality developed by Marchand to unify the three stories in his presentation). The skit opens with the sound of Cricket's typewriter; he is supposed to be an ace reporter on the local newspaper. As the clacking ceases, Cricket speaks: Hello out there . . . you! Billy, Susan, Dave, Andy . . . and all the rest of you who have come to hear my stories . . . just let me finish this last line and my story will be complete (more sound of typewriter). There . . . that does it! Oh . . . I forgot . . . I know some of you . . . but I guess some of you have never heard of me. Well, they call me "Cricket" the ace reporter. My job is to go hopping about town, finding stories to put into the paper about people who have had unusual things happen to them.

Well, sir . . . some funny things have happened . . . and then again some things have happened that haven't been very funny at all. Let me tell you what happened just recently in our neighborhood. Mike Lewis . . . a spry youngster with plenty of pep . . . had just got home from school and his mother said . . .

MRS. LEWIS: (noise of door slamming) . . . Mike is that you, dear?

MIKE: Yes, Mom . . . how about a piece of this pie?

MRS. LEWIS: Of course, hon . . . but would

you get some clothes pins for mother before you satisfy that gigantic appetite of yours?

MIKE: Where are they, Mom? . . . Are they on the back porch?

MRS. LEWIS: I think they are down in the basement . . . by the washing machine.

MIKE: O.K. Mom . . . (hear door opening and Mike taking a couple of steps . . . then the sound of falling . . . and then sounds of sobs and crying).

MRS. LEWIS: Mike! . . . (hear her footsteps as she runs down the stairs to where he has fallen). . . . There, there dear, let mother see where it hurts.

CRICKET: Yes, sir . . . it happens every day! Luckily in this case . . . Mike only got some small cuts on his legs and arms. . . . How did it happen? Well, Mike got some new skates recently . . . he put them hurriedly on the landing that leads to the basement . . . as he was rushed at the time. You can put two and two together . . . two skates and one body off balance. As Mike went to go downstairs he accidentally stepped on these skates and went tumbling down. Well that is the story. . . . What do you think Mike should have done with his skates? Or, maybe a better question . . . Where do you put your skates, when you are not using them?



# Make Room for Driver Education!

When you plan new high schools, include proper housing for driver education in your blueprints. The cost? Less than one percent of total for an average high school.



*Proper facilities for driver education courses in the nation's high schools begin on the drawing board, when new buildings are in initial stages of construction.*

**I**F WE wish driver education to be a first-rate course, we must recognize it as such and give it a home.

In the Detroit metropolitan area alone, some 15 high schools are now on the drawing boards or in beginning stage of construction, with many more due to follow. This is the time for us to give serious thought to including proper facilities for driver training in those construction plans.

Having recently developed a high school pro-

gram from the 9th grade upward, we have learned that programs do not flourish until provision is made for their proper housing and conduct. We started our band program in a classroom, with practicing done in the furnace room. A small number of students enrolled; a small band developed. Later we constructed a modern band room, with riser floor, practice rooms, proper acoustics. Immediately our program expanded; today almost double the number of pupils are participating.



by William C. Harris

Superintendent of Schools  
Allen Park, Michigan

It was the same when we started cooking and sewing classes. At first classes were conducted in a small kitchen adjacent to the gym. The girls resented the cramped quarters and had to be compelled to participate. But once we built modern kitchens and sewing rooms, classes were filled to overflowing. This has also been true of art and a variety of other courses. It will be just as true of driver education.

In Allen Park, we will break ground shortly for a 1200 pupil high school. On our blueprints driver education already has been spotted in the vocational wing, along with homemaking, art, drafting, printing, machine shop and auto mechanics. The driver education room will be immediately next door to the auto mechanics room, where there will be facilities for repair of automobiles. Here boys can bring their "hot rods" for repair, thus make them mechanically safe, provided that the students have satisfactorily demonstrated to driver training teachers that they qualify as good drivers. The auto mechanics room will also provide opportunity for other youngsters in the driver education course to familiarize themselves with the mechanical parts of a car by observation during repair operations.

The driver education room itself will be 20x30 feet. Double doors will lead into it from the street, so that cars can be driven directly into the classroom during that part of the course when students are acquainted with the machine. A screen and equipment for visual education will be permanent facilities

of the room. One side of the room will be fitted with tables 30 by 48 inches, to facilitate the use of mechanical equipment in testing reactions of young drivers to simulated road conditions.

Still another side of the room will have built-in book shelves, providing library space and conference area not only for driver education but also for the entire vocational wing. There will be sufficient electrical outlets to serve the mechanical equipment necessary to the course. Tablet arm desks will be provided for a minimum of 20 pupils.

Outside of the room a car port will be constructed over the double door entrance. This will provide a protected area for entering cars during inclement weather. The ground under the port will be hard surfaced, permitting such training as changing of tires, and there will be water outlets for occasional instruction in washing cars. The car port will be lighted for night instruction.

What about behind-the-wheel training, off the street? Such areas can be included in the plans for construction of new schools without adding one penny of cost. Whenever we build modern high schools, with gyms, auditoriums, and lighted football fields, we make provision for large parking lots for use by visitors to various athletic and cultural events. These areas, practically empty during the school day, can be excellent off-street practice grounds for those phases of driver training where students do not need traffic experience. This is true of parallel parking, angle parking, turning corners and backing up techniques.

What will a special room for driver education cost? Investigation indicates that construction of a driver training and conference room in the vocational wing will represent *less than one per cent* of the total cost of an average size high school. We feel that this is a very small investment in the saving of human lives on our highways.

We believe too that all students should have an opportunity to take driver education . . . and that plans should be laid to develop driver education into a 12 month program. Thus boys and girls can acquire their driver training during summer school, overcoming conflicts currently experienced in scheduling student programs. The entire outlay, in time, forethought, and money, will be minute indeed when measured against the value to our youngsters, most of whom will spend a considerable part of their adult life behind the wheel of an automobile.

Says William C. Harris:

"Programs do not flourish until provision is made for their proper housing and conduct. We started our band program in a classroom, with practicing done in the furnace room. A small number enrolled; a small band developed. Later we constructed a modern band room. Immediately our program expanded, today almost double the number of students are participating. It will be just as true of driver education."

# P. T. A-B-C's

Another forum-in-print, wherein six educators answer . . .

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*Question: Assuming you have an active P.T.A. in your school, how would you recommend working through this organization to extend education for safety 1) beyond the school day into the home hours of the individual student and 2) beyond the individual student to his entire family?*

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**JOE A. MITTEN**

*Director of Safety  
Cuyahoga Falls Public Schools  
Cuyahoga Falls, Ohio*

We have believed for some time that most parents will not knowingly confuse their children by teaching or sanctioning safety practices which conflict with those taught in school. But too often parents do not know what those practices are. For example, one of our primary children was killed by a car while she was crossing the street near her home. Later her father sat in my office and with tear-filled eyes, told me: "She was doing just what I had always taught her to do—to run just as fast as she could across the street." But schools teach a child to walk briskly, *not* run, across the street.

We decided we must come to an agreement as to just what we would all teach these children throughout the city. Several meetings of principals and physical education teachers were held. The police and P.T.A. leaders were consulted for suggestions. Finally our list was complete.

Our next job was to get this list into the hands of parents, solicit their active support to make these practices part of the life habits of all our citizens. The president of our city P.T.A. council invited me to attend a meeting of that group, explain what we were trying to do. At that meeting the council voted to appropriate money to have our list of safe practices printed and mailed. I wrote a letter to parents explaining what we were doing. The police furnished copies of the bicycle ordinance for the city. Members of local P.T.A. units addressed envelopes, handled all tasks necessary to mailing the thousands of first class letters.

Meanwhile each member of the city P.T.A. council reported back to her own group. Safety became front-line news at these meetings. And the P.T.A. Council sponsored a safety-poster contest for all schools of the city in which practically all elementary pupils and many high school students took part.



### CARL E. DIEFENBACH

*Superintendent of Schools  
Collingswood Public Schools  
Collingswood, New Jersey*

This is a community of some 16,500 residents, with a public school population of 2600, of which approximately 500 are non-residents. We have six elementary schools and a junior and senior high school. We have eight P.T.A. units, one in each school, all of which are alert and active. Total P.T.A. membership is over 2500.

In 1938 safety patrols were organized in three elementary schools, under direction of the man who is now Chief of Police. Two patrols have been added since. Through the years the P.T.A. has taken an active interest in these patrols, assisting them in raising funds for their annual Washington tour, and encouraging them in many other ways.



### W. M. TATE

*Principal  
Du Pont Elementary School  
Old Hickory, Tennessee*

Intelligent understanding, adequate supervision, and planned co-ordination must be provided for a successful safety education program. This is the school's responsibility, with the help of the home, the community, and the various organizations of these groups. Some opportunities for effective safety education through means of an active P.T.A., as we have discovered them, are these:

**open house at the school . . .** with safety plans, posters, projects, patrol parades, and other safety demonstrations to show P.T.A. members and other visitors the safety education offered by the school.

**cooperation for home safety.** Our student council, in cooperation with the P.T.A. safety committee, prepared, printed and distributed to each home a home safety check list. Parents, many of them P.T.A. members, made the check with the children, then

Each school has a P.T.A. safety chairman; a P.T.A. mother is assigned to each home room in the school system. Here are a few ways in which education for safety has been extended beyond the school day into home hours and beyond the student to the entire family:

► distribution of fire prevention literature into every home;

► distribution of polio and other health and safety literature;

► preparation of essays on all phases of safety with public recognition in assembly and through the press for best composition;

► production of posters on safety under direction of the art department, with the best of them publicly displayed;

► conducting of safety programs at P.T.A. meetings, including plays and other means of group participation.

returned the lists to school for evaluation. **civic visits.** We feel that many school safety organizations should study community counterparts. The P.T.A. has been called on to help the fire patrol visit the fire station, or the bicycle court to attend a real trial. Providing supervision and transportation for such civic visits by school organizations gives the P.T.A. a feeling of close alliance with our safety efforts. They are on the "inside" . . . they feel more the importance of the work.

**P.T.A. meetings.** At many of these meetings a child from a safety group might be asked to talk. Or a play on the month's safety theme may be presented.

**combined meetings.** One of our most fruitful methods for correlating the school, home and community interests has been efforts made to obtain skilled community workers . . . firemen, patrolmen, gun experts, first aid workers, fire insurance people and the like . . . as speakers before combined meetings of the P.T.A. and school population. These meetings provide a close bond of understanding between the home and the school.





### W. C. YAEGER

*Director of Safety Education  
Principal, Whittier School  
Sioux City, Iowa*

Our town has 24 elementary schools; most of them have Parent Teacher Associations which, for the most part, cooperate 100 per cent with their schools. Several years ago a P.T.A. Council for the city was organized. Each school sends one or more representatives to this council, which has many departments . . . one of them safety. For several years the director of safety education of the public schools has been chairman of this committee.

### GEORGE SILVERWOOD

*Principal, Howe School  
Green Bay, Wisconsin*

We get our safety messages to the homes via the *Howe School Parent News*, a mimeographed six-page newspaper sent to parents four times during the school term. Object of the *News* is to acquaint the parent with his school, the ways in which it is trying to educate his children, and ways in which he can contribute toward the ultimate goal.

For example, the *News* tells mothers about advisability of labelling outer garments of chil-

When there is an accident problem to be solved or a campaign to be launched, the director presents the proposed course of action to the P.T.A. Council. If the proposal has merit and can be recommended to member associations, this is done. Each local P.T.A. safety chairman is then contacted by the safety director.

With this kind of safety set-up, we have achieved city-wide safety signals across the heavier lanes of traffic. These signals cost the city from \$300 to \$1000 per installation, depending on whether two or four posts are needed. Controlled manually, the lights show green always except when turned red to allow pedestrians to cross. Lights near schools are operated by patrol boys, who hold children on the curb until the traffic approaches a lull.

dren, about how they can help the teacher stimulate interest in reading, about our lost and found department, and the like. We also let them know when school safety patrols are on duty and when playgrounds are supervised; we suggest safe routes to and from school and point out the age at which accident experience records show it is reasonably safe to begin riding a bicycle in traffic.

Every year we send inspection survey blanks home with the children and ask them to try to arrange a family safety inspection of their homes.



### L. E. CLARK

*Principal  
J. W. Sexton High School  
Lansing, Michigan*

When the safety education "task force" includes not only Junior's school teacher, but also his dad and mom, and maybe grandma, then there is real hope for accident prevention. From the school point of view, no one agency can help more to attain this end than an active P.T.A. The problems involved in helping a P.T.A. to help the school save lives and limbs will vary with school and community. But some of them are basic.

First project is interesting the association in the problem. Safety is a personal thing and there is no reason to shun personal approaches to it. Thus it is the school's duty to speak up in meeting and show parents both what it is doing for safety . . . and how parents can extend this education to the child's life outside school. School safety people should present the P.T.A. with factual evidence of the need for concerted action on the problem.

Logically, a special committee of the P.T.A. should be assigned to the project. And this should be a continuous activity, not a short duration campaign. But don't turn down the offer of a short campaign. It may be just what your group needs to sell itself on the permanent part it can play in preventing accidents.



safety  
education  
data sheet  
no. 61



## Floors in the Home

*Just as there are many contributing factors to why we fall on floors at home, so are there many ways to avoid such accidents. The good homemaker will be careful about floor maintenance, furniture placement and anchoring of rugs.*

### Statistics

1. There were 29,000 deaths from home accidents in 1952, all ages. Nearly half these persons—14,400—died because they fell. Five out of six who so died were 65 years old or older. According to special studies, about one-fourth of the home falls occur in bedrooms.

2. But other areas of the house are dangerous also . . . inside stairs, kitchen, living room, outside stairs, and dining room, in that order. And there are three falls in the home on the same level to every two from another level, which means that 3/5 of the death-dealing falls are at the floor level.

### Why do such accidents occur?

3. Falls happen for many reasons. The condition of the floor might be responsible . . . whether it is old, new, sloped, has cracks or splinters, missing, loose or broken tiles.

4. There might be foreign materials on the floor . . . spilled liquids, children's toys, sand from out-of-doors . . . any material dropped, collected or scattered there which should have been cleaned up picked up but which was allowed to lie and cause an accident.

5. The floor itself might be too slippery because it is improperly maintained. This hazard might be increased by the presence of unan-

chored scatter rugs, by the fact that someone walks on such a floor in stockings or lightly slipped feet, or in shoes with heels that are too high.

6. Lighting in the room, stairway, hall or other area might be inadequate.

7. The person about to fall might be wearing shoes in need of repair, with runover heels, loose soles. Or he might have just come in from out of doors, tracked with him on his shoes grease, mud, other substances.

8. The about-to-be statistic might be in a bad mental or physical condition at the moment. He simply isn't watching where he is going, or how. Or, especially, in the case of the aged, his walk might have become unsteady. (If older, he might in fact break a bone and then fall, rather than the reverse.)

### How can such accidents be avoided?

9. There is no way to avoid falls on floors at home. Just as there are many reasons why we fall, and any one or all of them may combine to bring about a particular accident, there are many ways in which to avoid accidents. Every member of the family must be taught



**NATIONAL SAFETY COUNCIL**

425 N. MICHIGAN AVE., CHICAGO 11, ILL.

# Floors in the Home

and expected to exert a reasonable amount of care for his own safety. But the good homemaker will assume that members of her family may often be careless, and will remove from her house as many contributing floor hazards as possible.

## Installing safe floors

10. Every housekeeper will not have say-so over the kind of floors in her home, especially when she rents or buys a home already constructed. But she should inspect floors before moving in, request such repairs as are feasible. Moreover, when she is building a home or repairs or additions are being made . . . whenever new floors or floor surfaces are being installed . . . she will want to be sure that the installation is proper for the home or room, that proper materials are used. For example:

- a. Floors should be level; changes in grade are hazardous and cause many accidents.
- b. Except for small areas, as in bathrooms, concrete or tile should not be laid on top of wood construction, because of weight. The result of such installation would be sunken or broken beams, and sloping floors or cracked surfaces to create peril underfoot.



Avoid a dangerous trip. Be careful about curled edges of rugs. Underlays, re-binding, carpet-tacks . . . all these will help to reduce tripping hazards underfoot.

- c. In the basement, only asphalt tile, some brands of plastic tile, or ceramic tile should be used on concrete slab in direct contact with damp earth. Linoleum and rubber tile will not adhere to moist surfaces, wood may warp or rot, and carpeting will get moldy.
- d. On the other hand, concrete slabs above ground that are properly waterproofed can take such floor surfacing as linoleum or rubber tile once the concrete slabs have become thoroughly dried out.

## Maintaining a safe floor

11. Most housekeepers prefer a shiny floor. Although such a floor is often assumed to be the cause of falls, it is a fact that tests conducted by the Underwriters' Laboratories have shown some floor waxes to have less slip than the surfaces on which they are used, providing the wax is applied and maintained properly. However, reputable wax manufacturers do not make "non-slip" claims because they realize no floor preparation can prevent or eliminate falls, which may be caused by a number of factors.

### How to use wax:

12. Paste or liquid polishing wax should never be used on asphalt floors; asphalt is soluble in the solvent present in all polishing waxes.

13. Always use self-shining (water-base) wax on asphalt floors.

14. Follow this same rule for rubber tile floors unless you are sure the rubber is of highest quality. Otherwise your floor will deteriorate, become unsightly, and increase tripping hazards underfoot.

15. In applying any wax, first make sure that your floor has been completely rinsed of soap or detergents used to clean it. Such cleansing agents left on the floor will soften wax, make it smeary, heighten possibility of slipping, and of themselves may be slippery.

16. Use the right tool for the job. If you use a sponge mop to apply an emulsion (self-shining) wax, keep a spare mop head for this purpose and do not use this mop for anything else. It is impossible to rinse out every bit of soap or cleaning solution from the sponge head used for washing the floor. If the same head is used to apply the wax, the alkaline residue in the sponge mixes with the wax to give your floor a gummy coating that is smeary and slippery.

17. Apply any wax which must be polished . . . whether paste or liquid . . . in a thin coat. This thin coat can be buffed with a bristle brush or steel wool. Use too much wax and you'll end with a smeary and unsafe floor coating. It is not thickness of wax but its hardness which protects your floors and eases the job of maintenance.

18. Be sure that "self-shining," or "self-polishing" waxes are thoroughly dry before you walk on them or allow any member of your family to cross over them. Allow 20 minutes for drying usually, 30 minutes in humid weather.

19. It is likely that you will apply fresh wax to your floor at regular intervals. Do not do so too frequently without stripping self-polishing wax down to the floor and starting fresh. You should certainly strip off old wax and start new at housecleaning time, two or three times a year.

20. Between waxings, to maintain your floor, use a dry dust mop or brush and never an oil mop. Oil softens wax and creates a smeary coating.

### **Tile floors**

21. Watch tile floors for tripping hazards. Loosened tiles should be recemented in place immediately.

### **Your rugs**

22. Large areas of American homes are covered with rugs or carpeting. Floor covering with unrepaired tears or holes may mean a perilous trip for the unwary or a member of the family in haste. Keep your rugs and carpeting in good repair at all times.

24. Be careful where you use scatter rugs. Never use them at the top or bottom of stairways unless they are firmly anchored on all corners and in the center.

25. Take precaution to make such scatter rugs as you do use in your rooms slip-proof. There are products available in most rug or department stores today to make such rugs hold still.

- a. Good slip-proof underlays can be inexpensive treated paper sheets trimmed to small rug size or laid side by side under the larger rugs.
- b. Anti-skid rubberized fire padding, and moisture, dust and moth-proof rubber or composition rubber paddings are also available, though more expensive.



*Five of six who died in home falls in 1952 were 65 or older. Some home areas were more dangerous than others. Stair coverings should always be tacked securely.*

26. If the edges of your rug curl . . .
- a. Hold them down with carpet tacks.
  - b. Try a strip of polyvinyl padding along the edge. Rubber padding is also helpful, though not as slip-proof.
  - c. Re-bind.

27. Long runners can be carpet-tacked down with two tacks in each end, one half-way between the ends. Or small strips of double-edge adhesive tape, gummed on both sides, will tape ends and sides of such a rug to the floor. A regular rug cushion, because of its resilience, also will help such a rug stay put.

### **Particular care in particular rooms**

28. Kitchen: tack or cement linoleum flat. Make it a habit . . . and train children . . . to wipe up grease, spilled water, fruit peelings promptly. When you scrub or wax the floor, be sure to warn others that the floor is wet.

29. Living room: Determine which spots of your room are most traveled, and watch rugs for signs of wear in those areas. Rearrange the furniture according to the travel areas of your room, so that family members will have maximum clear space.

30. Bedroom: Analyze the travel areas. Make sure there is a straight, clear, and well-lit path from the bed to the door.

31. Bathroom: Be sure there is a non-skid mat for use near the tub.

32. Stairways and halls: Tack stair coverings down securely or use a non-skid material rec-



ommended by your dealer. Also, install a small light at baseboard level to expose danger spots, reduce hazard, and warn the walker to be careful. Do *not* place a mirror at the foot of the stairs.

33. In the basement: the floors around washtubs and machine should be kept dry.

34. Basement stairs: Paint the bottom step or patch of the floor shiny white. A surprising number of persons fall in the basement because, in a dim light, they think the lowest step is floor level. Also; mix sand with paint for basement stairs. This provides a gritty surface, reduces slipperiness.

35. Front and back doors: Provide mats outside your front and back doors for family members and visitors to wipe their feet on before entering. This will dry their shoes of snow, mud or sticky substances, reduce possibility of their falling on your floors or tracking in material that will make your floor slippery for others. The mats also help to keep your indoor floors and carpets clean.

### The human element

36. Despite all these precautions for floor safety, falls will happen unless the individual watches out for himself . . . looks where he is going, walks with care, dresses properly, and does not add to the household hazards by careless walking habits. The housewife should:

- a. remind all family members to avoid clutter in every room of the house, keep floor areas open and safe by picking up toys and all items which could trip other members of the family.

- b. Teach children to walk with care and never to run in the house.
- c. see that proper shoes and slippers are purchased for all family members. For example, rubber heels will grip the floor better than leather under most conditions (though all heels may slip where there is a watery surface and rubber heels will sometimes slip more easily where it is wet). Soft soled slippers offer no resistance to slippery floors, are almost as hazardous as stocking feet.
- d. Keep shoes in good repair. Runover heels and loose soles increase the possibility of an accident on any floor.

### Source materials:

*Home: the most dangerous place in America*, pamphlet published by the Affiliated Aetna Life Companies, Hartford 15, Conn.

*Housekeeping For Safety*, 15 minute talk for women prepared by National Safety Council, September, 1943.

"Keep Your Rugs From Sliding," by Louisa M. Comstock, in *Better Homes and Gardens*, March, 1949.

"Your Home Is a Dangerous Place," by Ethel Brostrom, in *Better Homes and Gardens*, February, 1947.

"What's New In Home Economics?" by Tyler Stewart Rogers, *Foundation and Floors*, December, 1945.

Plus much helpful material distributed by the Consumer Education Department of S. C. Johnson & Son, Inc., Racine, Wisconsin.

### Other Safety Education Data Sheets now available are:

- |  |   |   |
|--|---|---|
| (1) Bicycles                             | (22) Safety in the Gymnasium                    | (42) Horseback Riding                               |
| (2) Matches                              | (23) Laboratory Glassware                       | (43) Hiking and Climbing                            |
| (3) Firearms (Rev.)                      | (24) Places of Public Assembly                  | (44) Hook and Line Fishing                          |
| (4) Toys and Play Equipment              | (25) Fireworks and Blasting Caps                | (45) Summer Jobs—Farm                               |
| (5) Falls                                | (26) Domestic Animals                           | (46) Safety in the Woodshop                         |
| (6) Cutting Implements                   | (27) Swimming                                   | (47) School Fires                                   |
| (7) Lifting, Carrying and Lowering       | (28) Small Craft                                | (48) Unauthorized Play Spaces                       |
| (8) Poisonous Plants                     | (29) Play Areas                                 | (49) Bathroom Hazards                               |
| (9) Electric Equipment                   | (30) Winter Driving                             | (50) Safety in the General Metals Shop              |
| (10) Pedestrian Safety                   | (31) Night Driving                              | (51) Safety in Pupil Excursions                     |
| (11) School Buses                        | (32) Winter Sports                              | (52) Highway Driving: rules, precautions            |
| (12) Flammable Liquids in the Home       | (33) Traffic Control Devices                    | (53) Safety in the Machine Shop                     |
| (13) Passenger Safety in Public Carriers | (34) Safe Conduct in Electrical Storms          | (54) Summer Jobs                                    |
| (14) Chemicals                           | (35) Poisonous Reptiles                         | (55) Motor Vehicle SPEED                            |
| (15) Hand Tools                          | (36) Motor-Driven Cycles                        | (56) Welding and Cutting Safety                     |
| (16) Nonelectric Household Equipment     | (37) Animals in the Classroom                   | (57) Safety in the Auto Shop                        |
| (17) Sidewalk Vehicles                   | (38) Railroad Trespassing                       | (58) Winter Walking                                 |
| (18) Camping                             | (39) Bad Weather: hazards, precautions, results | (59) Safety in the High School Chemistry Laboratory |
| (19) Alcohol and Traffic Accidents       | (40) School Parties                             | (60) Safety in the Farm Mechanics Shop              |
| (20) Cooking and Illuminating Gas        | (41) Home Workshops                             |   |
| (21) Solid and Liquid Poisons            |   |   |

For more information about the data sheets listed immediately above, write School and College Division, National Safety Council, Chicago, Illinois.



# 295 Schools Receive Honor Roll Rating

California schools appear most frequently on honor roll, but eight schools from five different states repeat for the ninth consecutive year. Teachers colleges receive certificates for first time.

**T**WO hundred and ninety-five American schools . . . elementary, secondary, and teachers colleges . . . last year exerted such exceptional effort in the field of safety education that they have been named to the 1953 National School Safety Honor Roll.

It is the largest number of schools so honored by the National Safety Council in the nine year history of the program. The group includes more schools from the state of California than from any state in the union . . . though 33 states and the territory of Hawaii are all represented among those listed.

Heading the honor roll this year, as for all previous years, are eight schools which now appear for the ninth consecutive time. These schools, four of them in California, were first named to the honor roll in 1945, the same year the program was initiated. Qualifying every year since, they are:

► Hueytown elementary school, Hueytown-Bessemer, Alabama . . .

► Alameda high school, Lincoln school, John Muir school, and Porter school . . . all of Alameda, California . . .

► Hibbing schools, Hibbing, Montana . . .

► Chatsworth school, Larchmont, New York . . . and

► Green Bay school of Vocational and Adult Education, Green Bay, Wisconsin.

Eighty schools from Hawaii to New York and from Minnesota to New Mexico receive honor roll certificates for the first time this year. So do three teachers colleges, the first to receive such rating under the expanded honor roll program adopted at the 1952 Safety Congress.

All schools qualifying rated the 1952-53 honor roll by meeting pre-requisites in safety education set up by the National Safety Council. These pre-requisites become more detailed as a school progresses in years of annual listing. Thus the first, second, and third year that a school is named to the honor roll, it qualifies by offering a well-rounded safety program "which serves local community needs." But for the school to return to the roll for the 4th, 5th, or 6th year, it must (in addition to other activities):

*Continued on page 22*

# NATIONAL SCHOOL SAFETY

1953

# Honor Roll

## NINTH YEAR

**ALABAMA**  
HUEYTOWN-BESSEMER  
Hueytown Elementary School  
**CALIFORNIA**  
ALAMEDA  
Alameda High School  
Lincoln School  
John Muir School  
Porter School  
**MINNESOTA**  
HIBBING  
Hibbing Schools  
**NEW YORK**  
LARCHMONT  
Chatsworth Avenue School  
**WISCONSIN**  
GREEN BAY  
Green Bay School of Vocational  
& Adult Education

## EIGHTH YEAR

**CALIFORNIA**  
ALAMEDA  
Edison School  
Burbank School (Encinal)  
Franklin School  
Haight School  
Longfellow School  
Washington School  
Webster School  
**CONNECTICUT**  
GLENVILLE  
Glenville School  
**GREENWICH (RIVERSIDE)**  
North Mianus School  
**ILLINOIS**  
ELMHURST  
Lincoln Elementary School  
**OHIO**  
HAMILTON  
Hamilton High School  
**PENNSYLVANIA**  
PHILADELPHIA  
John M. Patterson School  
**TENNESSEE**  
OAK RIDGE  
Cedar Hill School  
Elm Grove School  
Highland View School  
Jefferson Junior High School  
Linden School  
Pine Valley School  
Scarboro School  
Willow Brook School  
Woodland School

## SEVENTH YEAR

**CONNECTICUT**  
NEW HAVEN  
Sheridan Junior High School  
**MICHIGAN**  
HAZEL PARK  
United Oaks School  
**NEW YORK**  
NEW YORK  
Samuel Gompers Vocational  
and Technical High School

## SIXTH YEAR

**NEW YORK**  
DUNKIRK  
Dunkirk Industrial High School  
**WASHINGTON**  
SEATTLE  
Magnolia Elementary School  
**WISCONSIN**  
MADISON  
Madison Schools

## FIFTH YEAR

**ILLINOIS**  
CERRO GORDO  
Cerro Gordo High School  
**MINNESOTA**  
ST. PAUL  
Mechanic Arts High School  
**NEW JERSEY**  
CAMDEN  
Camden Public Schools  
**NEW YORK**  
BUFFALO  
McKinley Vocational High  
School  
**TENNESSEE**  
KINGSPORT  
Andrew Jackson School  
**WASHINGTON**  
NORTH RICHLAND  
John Ball Elementary School

## FOURTH YEAR

**ALABAMA**  
GADSDEN  
John S. Jones Jr. High School  
**JACKSONVILLE**  
Elementary Laboratory School  
**CALIFORNIA**  
GLENDALE  
Balboa School  
**RICHMOND**  
Alvarado Elementary School  
Belding Elementary School  
Castro Elementary School  
Fairmont Elementary School  
Grant Elementary School  
Harbor Gate Elementary  
School  
Harding Elementary School  
Harry Ellis Jr. High School  
Kensington Elementary School  
Lincoln Elementary School  
Mira Vista Elementary School  
Nystrom Elementary School  
Peres Elementary School  
Potrero Elementary School  
Pullman Elementary School  
Roosevelt Jr. High School  
Seaport Elementary School  
Steele Elementary School  
Washington Elementary School  
Woodrow Wilson Elementary  
School  
**SAN FRANCISCO**  
Mission Adult School  
**CONNECTICUT**  
OLD GREENWICH  
Old Greenwich School  
**INDIANA**  
INDIANAPOLIS  
George Washington High  
School  
**MISHAWAKA**  
Mishawaka Public School  
**IOWA**  
MISSOURI VALLEY  
Missouri Valley High School  
**KENTUCKY**  
FORT THOMAS  
Ruth Meyer School  
**MICHIGAN**  
EAST LANSING  
Central School  
**DETROIT**  
Our Lady Queen of Angels  
School  
**NEBRASKA**  
MADISON  
Madison City Schools  
**NORFOLK**  
Jefferson School  
Lincoln School

Monroe School  
New Grant School  
Norfolk Junior High  
Old Grant School  
Washington School

**NEW MEXICO**  
CARLSBAD  
Airfield School  
Alta Vista Junior  
Carlsbad High School  
Carver School  
Craft School  
Eddy School  
Edison School  
Eisenhower Junior  
Hillcrest School  
Roosevelt School

**NEW YORK**  
BORDONIA  
Nanuet Public School  
**CORNING**  
(Schools I, II, III)  
**ROCHESTER**  
Brighton Schools  
Number I

**OHIO**  
HAMILTON  
Fillmore Elementary  
Madison Elementary  
Pierce Elementary  
Taylor Elementary  
Van Buren Elementary

**PENNSYLVANIA**  
ERIE  
Academy High School  
Emerson Elementary  
Erie Technical High  
Strong Vincent High

**TENNESSEE**  
KINGSPORT  
George Washington

## THIRD

**CALIFORNIA**  
ALAMEDA  
Woodstock School  
**HAYWARD**  
Sunset Elementary  
**RICHMOND**  
El Cerrito High  
Ford Elementary  
**SAN LORENZO**  
Village School  
**CONNECTICUT**  
GREENWICH  
Julian Curtis School  
**FLORIDA**  
PENSACOLA  
W. A. Blount Junior  
School  
**ILLINOIS**  
ELMHURST  
Washington School  
**KEWANEE**  
Kewanee Community  
**ROCK ISLAND**  
Rock Island Public  
**INDIANA**  
TERRE HAUTE  
Thornton Junior  
**KENTUCKY**  
LOUISVILLE  
Auburndale Grade  
**MICHIGAN**  
HAMTRAMCK  
Copernicus Junior  
TRAVERSE CITY  
Boardman School  
Oak Park School  
Union Street School  
**MINNESOTA**  
COLERAINE  
Greenway High  
**NEW JERSEY**  
GLEN RIDGE  
Linden Avenue  
HADDONFIELD  
Haddonfield Junior  
School  
**NEW YORK**  
FLORAL PARK  
Sewanhaka High

**NORTH CAROLINA**  
**FAYETTEVILLE**  
 Massey Hill High School

**OHIO**  
**HAMILTON**  
 Harrison School  
 Notre Dame High School  
 St. Peter in Chains School

**OKLAHOMA**  
**OKLAHOMA CITY**  
 Britton Elementary School

**PENNSYLVANIA**  
**EAST PITTSBURGH**  
 East Pittsburgh Public Schools

**ERIE**  
 Penn Elementary School  
 Perry School

**OREGON**  
**MEDFORD**  
 Jackson School  
 Lincoln School  
 Roosevelt School  
 Washington School

**TENNESSEE**  
**NASHVILLE**  
 Hattie R. Cotton School

**TEXAS**  
**FORT WORTH**  
 Crestwood Elementary School

## SECOND YEAR

**ALABAMA**  
**HUEYTOWN-BESSEMER**  
 Raimund School

**ARIZONA**  
**AJO**  
 Ajo Elementary School

**ARKANSAS**  
**LITTLE ROCK**  
 Fuller High School

**CALIFORNIA**  
**ALAMEDA**  
 Frank Otis Elementary School  
 Mastick Primary School

**RICHMOND**  
 Longfellow Junior High School  
 Portola Junior High School  
 Richmond Union High School  
 Walter T. Helms Junior High School

**CONNECTICUT**  
**COS COB**  
 Cos Cob School

**FLORIDA**  
**KEYSVILLE**  
 Twin Lakes School

**ILLINOIS**  
**DANVILLE**  
 Danville Public Schools

**ELMHURST**  
 Elmhurst Junior High School  
 Eugene Field Elementary School  
 Roosevelt Elementary School

**INDIANA**  
**EVANSVILLE**  
 Harper School

**IOWA**  
**NEWTON**  
 Emerson Hough School

**KENTUCKY**  
**FORT THOMAS**  
 Samuel Woodfill School

**JEFFERSONTOWN**  
 Fern Creek Grade School

**LOUISIANA**  
**LAFAYETTE**  
 F. M. Hamilton Training School

**MARYLAND**  
**BALTIMORE**  
 Alexander Hamilton School  
 No. 65  
 Oliver Cromwell School No. 74  
 Charles Carroll Elementary School No. 139  
 Elementary School No. 108  
 Franklin Delano Roosevelt School No. 18  
 Glenmount School No. 235  
 Guilford School No. 214  
 Hampden School No. 35

Howard Park Elementary School  
 John Eager Howard School  
 No. 61  
 Waverly School No. 51

**MASSACHUSETTS**  
**CHELSEA**  
 Shurtleff School

**LYNN**  
 Aborn School

**READING**  
 Pearl Street Elementary School

**WORCESTER**  
 Boys' Trade High School  
 Worcester Public Schools

**MICHIGAN**  
**TRAVERSE CITY**  
 Traverse Heights School

**NEW JERSEY**  
**NEW MARKET**  
 New Market School

**NEW MEXICO**  
**CARLSBAD**  
 Joe Stanley Smith Elementary School  
 San Jose Mission School  
 St. Edwards School

**NEW YORK**  
**ALBANY**  
 Roessville School, Colonie  
 Central Dist.

**MAMARONECK**  
 Mamaroneck Central School

**NORTH DAKOTA**  
**KNOX**  
 Knox Public School

**OHIO**  
**HAMILTON**  
 Jackson School  
 Jefferson School  
 Buchanan Elementary School

**KENT**  
 Kent State University School

**OKLAHOMA**  
**OKLAHOMA CITY**  
 Capitol Hill Junior High School  
 Franklin Kaiser School  
 James Madison School  
 Riverside Elementary School  
 Walnut Grove School

**PENNSYLVANIA**  
**ERIE**  
 Columbus School  
 Wayne School

**TENNESSEE**  
**KNOXVILLE**  
 Fulton High School

**KINGSFORD**  
 Abraham Lincoln School

**UTAH**  
**PROVO**  
 Central Utah Vocational School

**WISCONSIN**  
**GREEN BAY**  
 Chappell Elementary School  
 Elmore Elementary School  
 Fort Howard Elementary School  
 Franklin Junior High School  
 Green Bay East High School  
 Green Bay West High School  
 Howe Elementary School  
 Jackson Elementary School  
 Jefferson Primary School  
 Lincoln Elementary School  
 Nicolet Elementary School  
 Norwood Elementary School  
 Roosevelt Elementary School  
 Tank Elementary School  
 Washington Junior High School  
 Whitney Elementary School

**HAWAII, Territory of**  
**HONOLULU**  
 Kalakaua Intermediate School

## FIRST YEAR

**FIRST YEAR Elem. and Second**  
**CALIFORNIA**  
**ALAMEDA**  
 Encinal High School

**GLEN ELLEN**  
 Dunbar Union Elementary School

**HAYWARD**  
 Independent School District

**SAN FRANCISCO**  
 Mission Senior High School

**SAN FERNANDO**  
 San Fernando Junior High School

**SAN LALENZO**  
 Edendale Senior Elementary School  
 Redwood Heights Elementary School

**WALNUT CREEK**  
 Buena Vista School  
 Parkmead School  
 Walnut Creek School  
 Walnut Heights School

**CONNECTICUT**  
**NEW HAVEN**  
 Troup Junior High School

**RIVERSIDE**  
 Riverside School

**FLORIDA**  
**ORLANDO**  
 Lake Como School

**GEORGIA**  
**MACON**  
 Pearl Stephens School

**ILLINOIS**  
**ELMHURST**  
 Hawthorne Elementary School

**EVANSTON**  
 Bethlehem Lutheran School  
 Central School  
 College Hill School  
 David B. Dewey School  
 The Foster School  
 H. H. C. Miller School  
 Haven Intermediate School  
 Lincoln School  
 Lincolnwood School  
 Lower Haven Elementary School  
 Nichols Intermediate School  
 Noyes School  
 Oakton School  
 Orrington School  
 St. Athanasius Catholic School  
 St. Mary's School  
 St. Nicholas School  
 Washington Elementary School  
 Willard School

**INDIANA**  
**EVANSVILLE**  
 The Washington School

**IOWA**  
**NEWTON**  
 Washington School

**KENTUCKY**  
**CORAL RIDGE**  
 Fairdale School

**JEFFERSONTOWN**  
 Jeffersonton Grade School

**LOUISVILLE**  
 Dorsey School  
 Eastwood Elementary School  
 Griffytown School  
 Mill Creek School  
 Newburg School  
 Okolona Elementary School  
 Orville J. Stivers Elementary School  
 Prestonia Consolidated School

**VALLEY STATION**  
 Medora Elementary School

**MARYLAND**  
**BALTIMORE**  
 Fallstaff Road Elementary School  
 Frances Scott Key School No. 76  
 Garrison Junior High School  
 Gwynns Falls Park Junior High School  
 Liberty School No. 64  
 Thomas Jefferson School  
 No. 232  
 Thomas Johnson School  
 No. 84

**MICHIGAN**  
**TRAVERSE CITY**  
 Willow Hill School

*Continued on page 22*



## FIRST YEAR

*Continued*

**MINNESOTA**  
ST. PAUL  
St. Paul Vocational School

**MISSISSIPPI**  
COLUMBUS  
Franklin Academy

**NEW JERSEY**  
ELIZABETH  
William F. Halloran School

**NEW MEXICO**  
CARLSBAD  
Sunset Elementary School

**NEW YORK**  
ST. JOHNSVILLE  
St. Johnsville Central School

**OHIO**  
AKRON  
Hotchkiss School  
Pfeiffer School  
HAMILTON  
St. Ann Parochial School

**OKLAHOMA**  
OKLAHOMA CITY  
Andrew Johnson School  
Cleveland Elementary School  
Culbertson School  
Linwood School  
Martin Van Buren  
Elementary School  
Rutherford B. Hayes School  
Whittier School  
Zachary Taylor School

**PENNSYLVANIA**  
EAST STROUDSBURG  
State Teachers Laboratory  
School

**ERIE**  
East High School  
Hamilton Elementary School  
Lincoln Elementary School  
Washington Elementary  
School

**TENNESSEE**  
OLD HICKORY  
Dupont Elementary School

**TEXAS**  
COMMERCE  
W. J. Wheeler Elementary  
School

**HAWAII, TERRITORY OF**  
HONOLULU  
Honolulu Vocational School  
Teachers Colleges

**PENNSYLVANIA**  
EAST STROUDSBURG  
State Teachers College,  
East Stroudsburg  
MILLERSVILLE  
Millersville State Teachers  
College

**WASHINGTON**  
BELLINGHAM  
Western Washington College  
of Education

► have participated in the standard student accident reporting plan . . .

► have used monthly safety lesson units and posters . . .

► have conducted a safety inspection of school buildings and grounds and have eliminated hazards . . .

► have held meetings of student safety organizations . . .

► have arranged special safety instruction for the holidays . . .

► have had an active program among school patrons.

Schools winning honor roll mention for the 7th and 8th consecutive years must have added to these qualifications a well-rounded program including instruction in school, recreation, traffic, fire and home safety, and must have developed special safety activities materials.

This brief outline of the safety education program required of honor roll schools makes even more apparent the achievement of schools returning to the rolls year after year. But the program is valuable to schools not only because of the national recognition thus received. For each of these schools submitted to a committee of judges an evaluation check list covering the qualifying points above, together with a testimonial from a local committee composed of the school principal, the president of the Parent-Teacher Association or some other parent group, a pupil and a local civic leader. Thus, preparation of this check list constituted critical evaluation by the local community of the school's current safety program and afforded a guide to further upgrading of the school's safety education in the year ahead.

If you would like to see your school listed on the National School Safety Honor Roll announced one year from now, you should have already begun to improve your safety program in line with the qualifications outlined above. You should also, in the near future, write to the School and College Division of the National Safety Council for copies of the evaluation check list and testimonial blank. Evaluation should be made in the second to the last month of the school year; the check list and testimonial must be mailed to the Council, in Chicago, not later than April 30, 1954.

Judges for the 52-53 honor roll were Forrest Long, professor of education, New York University; Thelma Reed, principal, William Volker School, Kansas City, Missouri; Peter B. Ritzma, district superintendent of schools, Chicago; and Mrs. Fred Knight, safety chairman, National Congress of Parents and Teachers. The same panel of judges will serve for the 53-54 school year, with the exception of Mr. Ritzma. Taking his place will be George P. Silverwood, director of safety, Green Bay, Wisconsin, public schools.

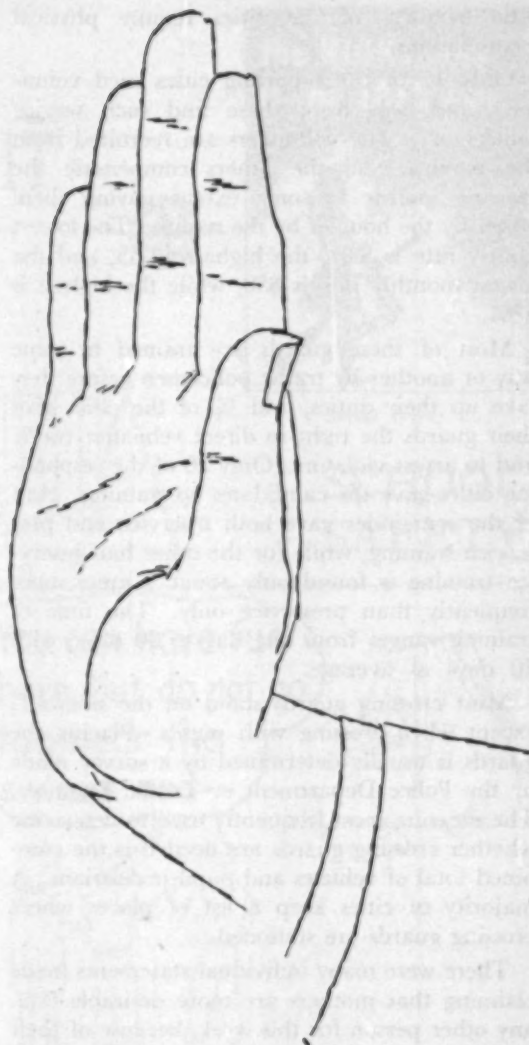
Participation in the honor roll program is open to all elementary and secondary schools . . . regardless of whether or not the school is using Council services. This year again participation is also open to public and private teachers colleges of the nation.

# Current Practice On Adult Crossing Guards

by Edward R. Abramowski

*Health and Safety Director  
Erie School District  
Erie, Pennsylvania*

*Chairman, School Crossing Guard Study  
Safety Education Supervisors Section, NSC*



A QUESTIONNAIRE survey made by a study committee of the Safety Education Supervisor Section of the National Safety Council showed a widespread interest in the subject of school crossing guards. 244 cities, located in 44 states, replied to a 9-page questionnaire out of 385 communities canvassed. This 63 per cent return to a questionnaire this size indicates a vital current interest in the subject.

Approximately  $\frac{1}{2}$  of the responding cities indicated that they employed adult crossing guards. It is obviously impossible to estimate how nearly this ratio applies to the 141 cities which did not reply. But the assumption that the cities employing guards would be more interested and, therefore, more likely to reply may be offset by the fact that those having guards faced the task of answering 9 pages of questions while those not doing so needed to make but one check mark.

About  $\frac{1}{2}$  of the communities using crossing guards have upper and lower age limits, the oldest limit being 70, the youngest 21 years of age. The average age for men is 64; for women, 21. This difference in age for men and women undoubtedly reflects the fact that men are

Recently 244 cities in 44 states responded to a questionnaire survey on adult school crossing guards. Degrees of satisfaction reported varied all the way from: "Our program has been a tremendous success" to "Not at all satisfied with the arrangement." Full details are outlined on this and the following page.

chosen from the retired group, while women are primarily young mothers. Half of the communities expressed a preference for mothers instead of childless women. But for those who responded and had an opinion as to the more efficient sex, the honors were evenly divided between men and women.

One-third of the cities gave preference to war veterans, while less than 15 per cent are required to take civil service examinations. A

little over  $\frac{1}{2}$  of the cities require physical examinations.

Only 11 of the reporting cities used volunteers and only 8 of these find such service satisfactory. The volunteers are recruited from the parents. All the others compensate the crossing guards to some extent paying them either by the hour or by the month. The lowest hourly rate is \$.85, the highest \$1.55, and the lowest monthly rate is \$50, while the highest is \$261.

Most of these guards are trained in some way or another by traffic policemen before they take up their duties, and  $\frac{1}{4}$  of the cities give their guards the right to direct vehicular traffic and to arrest violators. Only 20 of the responding cities gave the candidates no training. Half of the remainder gave both inservice and preservice training, while for the other half inservice training is found only about 5 times more frequently than preservice only. The time of training ranges from one day to 30 days, with 70 days as average.

Most crossing guards stand on the sidewalk, except when crossing with pupils. Placing the guards is usually determined by a survey made by the Police Department or Traffic Engineer. The measure most frequently used to determine whether crossing guards are needed is the combined total of vehicles and pupil pedestrians. A majority of cities keep a list of places where crossing guards are stationed.

There were many individual statements made claiming that mothers are more desirable than any other person for this work, because of their better understanding and control of children, their interest in children, and their general dependability. However, those who did prefer men said that men make a better impression because the motorist fears arrest by them.

In many of the replies, extreme satisfaction of the plan was expressed and indications are

that the force required in many instances will be expanded. A reporter from Alexandria, Virginia, said, "Very effective, plans are being made to employ 5 more such women to patrol all city schools. It is the answer to a very vexing problem, where in the past the entire officer personnel of the force was devoted to such traffic at school times." The reporter from Pittsburgh, Pennsylvania, said, "Our program has been a tremendous success, and has been an economy measure, relieving male patrolmen for street and night duty." There were many comments along this line indicating that those in charge were impressed by the fact that an efficient job could be done by these crossing guards, while releasing patrolmen for other duties, and in instances where guards were placed at crossings where there were no policemen previously, it appears that there has been a noticeable decrease in accidents.

However, one large city in Wisconsin reports, "Not at all satisfied with the arrangement, either from a safety point of view or from a budgetary point of view. Only type of personnel available are old men who, because of their age, are not alert, agile, and often do not possess good eyesight. It is our feeling that a well organized and supervised school boy patrol system has many advantages over this type of protection. From a budgetary standpoint, the police department is charged with approximately \$33,000 a year, which could be used to a much better advantage by hiring younger men to set up and supervise a good patrol system. It has been found difficult to discontinue system of adult guards once it has been started, therefore, advise trying other methods first."

The study was limited to cities of over 30,000 population and the questionnaires were submitted to the Police Chiefs of the communities using the names obtained from the Municipal Year Book.

The present study followed one made by the Greater New York Safety Council, relating to 12 cities known to employ crossing guards. This survey showed that 11 of the 12 communities paid their guards from Police Department funds, and the same 11 placed these people under the jurisdiction of the Police Department for their activities.

All of the guards wear some kind of uniform ranging from street clothes with just a white cap to a full police uniform.

One of the cities gives the guards no training, most of them give some in traffic supervision, and one gives training in traffic, first aid, courtesy and discipline, the instruction being given at the local police academy.

*"Important learning often moves through the stages noted by S. A. Courtis; first, unconscious inefficiency; next, conscious inefficiency; then, conscious efficiency; and finally the unconscious efficiency which comes when we have integrated the new habit into our life pattern."*

EDGAR DALE

*in the News Letter, March, 1953  
Bureau of Educational Research  
Ohio State University, Columbia, Ohio*



Lower Elementary

# SAFETY LESSON UNIT

November • 1953



the **RIGHT** way  
is the **SAFE** way!



Sketch S9945A

## SCHOOL SAFETY

There is the new boy. Let's go and talk to him.



You can have fun here but do not go too near the swings and—



I am Dick and this is Sally. We will be your friends. We want you to like our school.

My name is Jimmy. I think I will like this school.



What else would you tell Jimmy to be safe on the playground?

We walk on the right side in the hall and—



What are the other rules for the hall?

We go up one step at a time.



Tell Jimmy other rules for going up stairs.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.



Tell how to take care of wraps for a clean and safe hall.



Tell other ways to be safe in the schoolroom.



Tell other rules for opening doors.



What are the other rules for the washroom?



Tell other safety rules for lunch time.



Tell how to cross the street near the school safely.

Something to do: draw pictures showing safe ways at school.

Upper Elementary

# SAFETY LESSON UNIT

November • 1953



Sketch S9945A

## School Safety

Underline the word or phrase that makes the best answer.

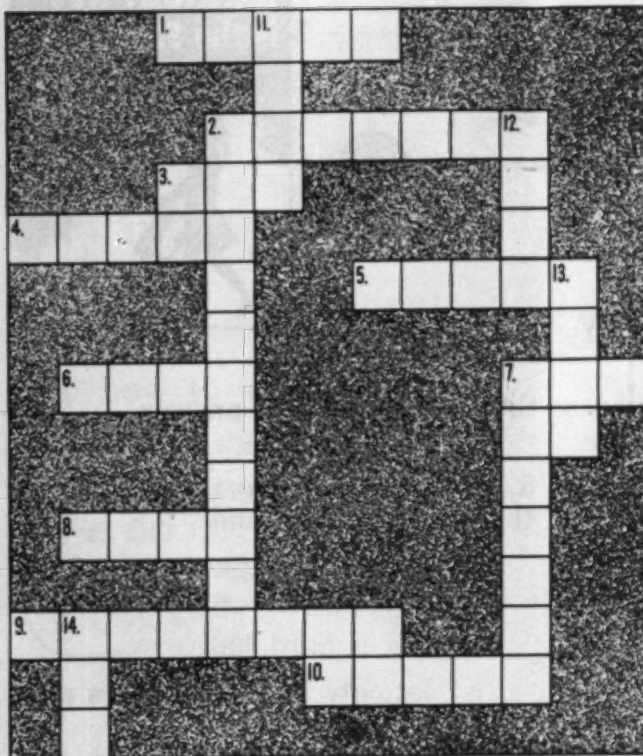
1. You should open the classroom door carefully
  - a. to keep from hitting a person
  - b. because it is easier to open that way
  - c. so as to make no noise.
2. Pencils and books should not be left on the floor because
  - a. your teacher does not like it
  - b. it makes the room look messy
  - c. they might cause someone to fall.
3. During a fire drill you should
  - a. try to be the first one out
  - b. keep in line
  - c. run as fast as you can.
4. When you hear the school fire alarm, you should
  - a. leave whatever you are doing and get in line
  - b. put away materials and get your wraps
  - c. remain seated.
5. If you are going to play ball on the school playground
  - a. choose a place away from other groups of children
  - b. use a hard ball
  - c. let only the best players play.
6. When the safety patrol tells you it is safe to cross the street
  - a. always obey
  - b. check with your own eyes to see if it is safe
  - c. run across the street.
7. When using playground apparatus, you should
  - a. use it as it was intended to be used
  - b. think up new and strange ways to use it
  - c. try to stump the other children.

Answers to this page: 1, a; 2, c; 3, b; 4, a; 5, a; 6, b; 7, a. Answers to crossword puzzle, next page: Across: 1, ahead; 2, wiped up; 3, mat; 4, glass; 5, right; 6, curb; 7, tip; 8, back; 9, fountain; 10, floor. Down: 2, wastebasket; 7, teacher; 11, exit; 12, push; 13, trip; 14, one.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.



## Crossword Puzzle



### Across

1. The direction you should look to keep from running into someone in the hall.

2. What should be done at once with milk spilled on the lunch room floor. (Two words.)

3. What you should have under you, to make falls less dangerous, when you are doing stunts in the gym.

4. The part you should not push on when opening a door.

5. The side of the hall and stairs on which you should walk.

6. Where the safety patrol should stand when helping children cross the street.

7. What you should not do with a chair when sitting on it.

8. The part of the chair you should hold with both hands when carrying it.

9. The floor in the hall may be wet and slippery near this if you are not careful.

10. Keep this clear of things that might cause someone to trip or fall.

(Answers on first page.)

### Down

2. Where you should put used towels in the washroom.

7. The only one who should use the paper cutter.

11. A sign that is over doors leading out of public buildings.

12. Something you should not do when waiting in line.

13. What you might do to another child if your feet are in the aisle while sitting at your desk.

14. The number of stair steps you should take at a time.

## Some Things To Do

1. Make a school safety handbook. Have separate committees to work on: (a) classrooms, (b) halls and stairs, (c) washrooms, (d) gymnasium, (e) school grounds, (f) going to and from school.

2. Prepare an assembly program on school safety. Dramatize safe practices in the building, on the school grounds, and going to and from school.

3. Ask the custodian to talk to the class about unsafe practices he has observed in and about the school building. Discuss ways of remedying these bad practices.

## Junior High School

# SAFETY LESSON UNIT

November • 1953

## Hunting and Fishing



Sketch S9946A

*"Home is the sailor, home from the sea,  
And the hunter home from the hill."*

The above lines, from a famous poem, convey a feeling of security and safety. Make sure *you* get home safely from the sea, stream, lake and woods when you go fishing and hunting.

During this month many hunters will not come home alive. In a few states some fishermen may lose their lives. And while hunting and fishing accidents contributed only a part to the 1952 totals of 2,350 persons dead in firearm accidents and 6,800 drowned, the number of deaths in such sport accidents was enough to provoke thought for caution among the rest of us.

For the next three or four weeks bring in all the clippings you can find concerning hunting or fishing accidents. Use a portion of your bulletin board for "accident reports." Later, analyze the accidents and devise safety rules to prevent them. Make posters for each of the rules.

### ABOUT THIS LESSON UNIT:

Hunting and fishing seasons fall at different times of the year in different sections of our country. Chances are if hunting is in full swing in your state currently, fishing is somewhat out of season. Nevertheless, we group hunting and fishing in this unit, to offer in the same month a safety lesson simultaneously interesting to students in both northern and southern states.

National Safety Council in no way endorses use of rifles by young people. We do believe however, that if young people own air rifles they should respect them as being as hazardous as other firearms and they should be taught how to handle these air rifles safely.

### Do You Know . . .

1. What U.S. postal regulations are in regard to sending ammunition through the mail?

(See if you can figure out the answer. Check your answer by phoning or visiting the post office.)

2. What it says concerning the "range of danger" on the inside flap of a box of .22 cal. bullets?

(Estimate the answer. Bring an empty box to school to check your answer. Give an example of the distance, such as, "From the school to \_\_\_\_\_.")

3. That some of our states have legislation prohibiting young people from using air rifles unless supervised by adults?

(What is your state law? Check with local authorities.)

4. How old you have to be before you can get a hunting license; a fishing license?

(Check your answers with the local fish and game commission.)

5. How many people were killed in firearm accidents last year?

(Estimate the answer. Get the facts from the library. Find out also the trend in fatal firearm deaths during the last 10 years. Whether it be up or down, explain it.)

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

## Safe Targets

If you are permitted to use a BB gun in your state, you'll find target shooting fun ... as long as it's done safely. You'll also find BB target shooting good practice for when you are ready to hunt with real firearms. A safe target for BB guns can be built from:

### materials list

- 2 boards 1"x2"x25"
- 3 boards 1"x2"x30"
- 1 board 1"x4"x30"
- 7 boards 1"x8"x30"
- 60 nails—2½" long.
- Several sheets of corrugated cardboard to be cut to desired length.

### Directions

Make a big box (at least 30"x30") with the top and one side open. Close the open side with the large piece of corrugated cardboard. Slots can be provided for the cardboard (see drawing below) or it can be tacked in place.

Fill the box with many folded newspapers or with *tightly packed crumpled newspapers*. Place the target near the center of the corrugated cardboard.

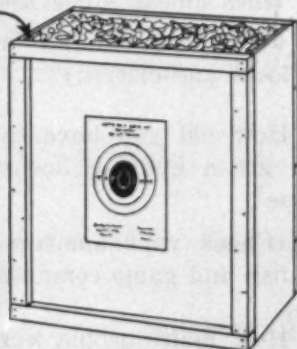
Be sure to replace the cardboard after the central area has been shot often and weakened.

Shots will penetrate outside cardboard but material inside box will stop all BBs.

**Warning:** This target is not safe for guns other than BB guns!



From Daisy  
Air Rifle Book



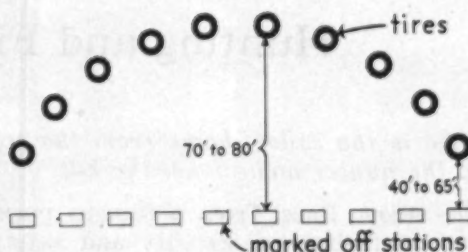
**NOTE:** 1. Be sure to place this target in a safe area—far enough from houses.

2. Before shooting, make certain no one has strayed into your line of fire either between you and the target or behind the target.

3. No person should examine the target until all guns have been unloaded and placed in a stand.

## What is Skish?

Many fishing accidents occur because people are inexperienced or lack skill in handling fishing equipment. A new sport called "skish" (combining the words "skill" and "fish") can provide the practice in coordination and judgment that will cut down on accidents. Here is a list of the equipment required: Fishing rod and reel ... Practice plug ... Ten old car tires.



The game is played as follows:

1. Place the ten targets (tires) in a semi-circle.
2. Designate the stations from which the bait is cast. The closest tire should be within 40 to 45 feet of the station. The farthest target should be between 70 and 80 feet of the station. The other eight targets should be placed at distances between the two limits mentioned above.
3. Each person is allowed two casts from each station. A "hit" on the first cast counts six points; a "hit" on the second cast counts four points.
4. After each turn of two casts at a target, the caster moves to the next station to cast at the next target.
5. A perfect score is 100.

### Safe practices always win

When playing skish, be sure you follow these safety rules:

1. Check to see if anyone is standing behind you before you cast.
2. Check your reel to make certain it does not have the click or brake on.
3. Check the wind so your bait won't be blown away from the target toward bystanders.
4. Check the length of free line (from rod tip to plug) to make sure you won't hit yourself with the plug when making your cast.



Senior High School

# SAFETY LESSON UNIT

November • 1953

## Hunting and Fishing



Sketch S9946A

### "The Play's the Thing"

*"The pleasant'st angling is to see the fish  
Cut with her golden oars the silver stream  
And greedily devour the treacherous bait."*

It is apparent from the above lines that Shakespeare, in "Much Ado About Nothing" (Act III, Sc. 1, Line 26), recognized the thrills of fishing. If the famous Bard of Avon had written a play on safety, however, the title might have been, "Much To Do About Something"—and that "something" would be accidents. In fact, with a slight switch of words we can describe the accident toll with one of Shakespeare's play titles, "Tragedy (rather than 'Comedy') of Errors." It is tragic to find that during 1952 over 9,000 people lost their lives because of firearms and drowning. Many of the drowning accidents came as a result of poor judgment in hunting and fishing trips. What can be done to minimize injuries this year?

### Start at Home

Describe the way you store and handle guns, ammunition, and fishing equipment in your home. See how many of the safety rules on the right are violated.

#### ABOUT THIS LESSON UNIT:

Hunting and fishing seasons fall at different times of the year in different sections of our country. Chances are if hunting is in full swing in your state now, fishing is somewhat out of season. Nevertheless, we group hunting and fishing in this unit, to offer in the same month a safety lesson simultaneously interesting to students in both northern and southern states.

### Store Sports Equipment Safely

1. Don't leave guns and dangerous fishing equipment within easy reach of young children.
2. Never leave ammunition in pockets of hunting clothes.
3. Place corks over large fishhooks before you put them away.
4. Don't shoot a gun after it has been stored for some time without first checking the barrel for obstructions.
5. Don't allow anyone to play with a real gun even though it is supposed to be unloaded.
6. Store ammunition in a cool, dry place in metal containers.
7. Treat a .22 cal. rifle with as much respect as an elephant gun—they can both kill you.
8. Never leave hooks fastened to fishing lines.
9. Store cane poles up high and out of the way so they won't fall easily. Be sure they are well braced.
10. Put small fishhooks in safe containers—a glass toothbrush container can be used for this.

\* \* \*

What additional steps can you take to make your home a safe one as far as sports equipment is concerned?

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

# It Happens Every Day

## Directions:

1. Fill in the blanks in the left-hand column.
2. Match the examples in the left-hand column with the safety rules in the right-hand column.

1. The battle between the *Merrimac* (re-christened the *Virginia*) and the *Monitor*, during the \_\_\_\_\_ War, demonstrated that iron-clad ships would cause cannon balls and bullets to ricochet.

2. General \_\_\_\_\_ won a famous battle at New Orleans, three weeks after the War of 1812 was over, by using bales of cotton for defense bulwarks against enemy bullets.

3. "Don't shoot until you see the whites of their eyes," was the order of an American officer at the Battle of \_\_\_\_\_

4. Percy \_\_\_\_\_, famous English poet, was drowned when his sailboat capsized in a squall in the Gulf of Leghorn.

5. General \_\_\_\_\_ was accidentally shot by his own men who mistook him for the enemy.

6. A famous movie actress, by the name of \_\_\_\_\_ was paralyzed for life by a .22 caliber bullet when it was accidentally discharged from a rifle thought to be empty.

7. Ex-ambassador to \_\_\_\_\_, Lewis W. Douglas, lost his eye in a fishing accident.

A. Don't shoot until you are *sure* you know what your target is.

B. Make sure your guns are unloaded when you move them.

C. Never use metal as a target backstop.

D. In casting, make sure your bait will not strike your fishing companion.

E. When target shooting, back your target with material soft and thick enough to absorb the bullet.



F. Don't shoot unless you *really see* what you are hunting for.

G. If the weather is forbidding, do not venture out in a boat. If you are out and see any signs of bad weather, head for shore immediately.

## Remember This When You Handle a Gun!

1. Even an air rifle BB can penetrate a milk bottle . . . and your eye is softer than glass.
2. More people are killed accidentally by "unloaded" guns than by loaded guns.
3. Heat can explode a bullet just as well as a firing pin.

## Remember This When You Go Fishing:

1. If you are sitting or standing in an unbalanced position, a relatively small fish can tug hard enough to alter your balance.
2. Don't tie your hooks on to your lines before you reach your destination—you won't save time but you may save pain.
3. Be careful when unhooking a fish, or he may hook you.

Answers to blanks: 1. Civil; 2. Andrew Jackson; 3. Bunker Hill; 4. Bysshe Shelley; 5. Thomas (Stonewall) Jackson; 6. Susan Peters; 7. Great Britain. Answers to matching columns: 1C; 2E; 3A or F; 4G; 5F or A; 6B; 7D.

## Coronet Produces 500th Educational Film

REACHING a milestone in almost 15 years of educational motion picture production, the studios of Coronet Films, Glenview, Illinois, last month announced the release of their 500th sound motion picture for use in the nation's classrooms.

The 500th production is a new Christmas film titled *Silent Night: Story of the Christmas Carol*, most of which was filmed in the small Austrian village where the immortal carol was written in 1818.

"With the release of *Silent Night* as our 500th production," said Ellsworth C. Dent, Coronet's director of distribution, "we rededicate ourselves to the original purpose of our organization—to produce the finest in educational films, and develop the still more effective use of 16mm sound motion pictures in education."

Organized in 1939 by the late David A. Smart, Coronet Films released only a few motion pictures before America's entry into World War II. Then, as now, all footage was shot in color, with prints available in a choice of black-and-white or color. Aim of the organization was to develop equipment and personnel specialized in educational film production, incorporating any entertainment or commercial film techniques which might be effective.

Many of the Coronet educational films are on the subject of safety. Some of these are listed below.

### Fire Prevention

*Fire Exit Drill at Our School* (16mm sound motion) black & white or color. 10 min. Production date, 1953. This film is designed to teach children the importance of orderly and prompt response to the school fire alarm bell. It shows them what to do if they are not in their rooms when the alarm is sounded; the difference between fire alarm and other school bells, how to behave in assembly during the drill, and other specific skills necessary for safe fire exit drills. Source: Coronet Instructional Films, 65 E. South Water St., Chicago 1, Ill. Availability basis: preview, purchase.

### Farm Safety

*Safety on the Farm* (35mm silent slidefilm) color. 46 frames. Production date, 1953. By relating the humorous misadventures of City Cousin Louie, a mouse, who pays a visit to his farm cousin, Gus, this cartoon filmstrip dramatizes the need for safety precautions for children on the farm. Louie runs the gamut of typical accidents which can occur on the farm and finally returns to the city, a bruised and battered but much wiser City Cousin. A teacher's manual is included. Source: National Film Board of Canada, Ottawa, Ontario, Canada or Stanley Bowmar Company, 513 W. 166th St., New York, N. Y. Availability basis: purchase.

## Other Current Films

### Child Pedestrian

*Safety to and From School* (35mm silent slidefilm) color. 27 frames. Revised, 1951. By emphasizing the child's responsibility for his own safety while traveling to and from school, this filmstrip teaches the primary school student how he can formulate his own safety rules, and how he can cooperate with the policeman while crossing streets. It also shows how the community takes measures to protect the young pedestrian on the streets. Source: Curriculum Full-Color Filmstrips, Educational Projections, Inc., 10 E. 40th St., New York 16, N. Y. Availability basis: preview, purchase.

### Bicycle Safety

*Bicycle Safety* (35mm silent slidefilm) color. 27 frames. Revised, 1951. By discussing the general aspects of bicycle safety, the film points out that the safety rules for automobile drivers also apply to bicycle riders. A wholesome attitude toward the rider's personal safety means safety for others. Source: Curriculum Full-Color Filmstrips, Educational Projections, Inc., 10 E. 40th St., New York 16, N. Y. Availability basis: preview, purchase.

### School Safety

*Safety at School* (35mm silent slidefilm) color. 24 frames. Revised, 1951. Covers most of the accident hazards in school. Touches on walking



in corridors, running up and down stairs, care when opening doors, how to behave during a fire drill, and safe use of school tools for primary grades. Source: Curriculum Full-Color Filmstrips, Educational Projections, Inc., 10 E. 40th St., New York 16, N. Y. Availability basis: preview, purchase.

*Safety in the Playground* (35mm silent slidefilm) color. 28 frames. Revised, 1951. The safe use of swings, slides, jungle gyms, wading pools, baseballs and bats on different areas of the playground. Also stresses the responsibility each child has for the safety of others as well as cooperation and sharing of playground equipment. Source: Curriculum Full-Color Filmstrips, Educational Projections, Inc., 10 E. 40th St., New York 16, N. Y. Availability basis: preview, purchase.

### Home Safety

*Safety at Home* (35mm silent slidefilm) color. 23 frames. Revised, 1951. Shows two children playing a safety game with their mother—acting out danger spots and showing how to avoid them. Covers objects on stairs, caution with electrical fixtures and accident hazards in the kitchen and bathroom. Source: Curriculum Full-Color Filmstrips, Educational Projections, Inc., 10 E. 40th St., New York 16, N. Y. Availability basis: preview, purchase.



"This is really effective material, Mary."

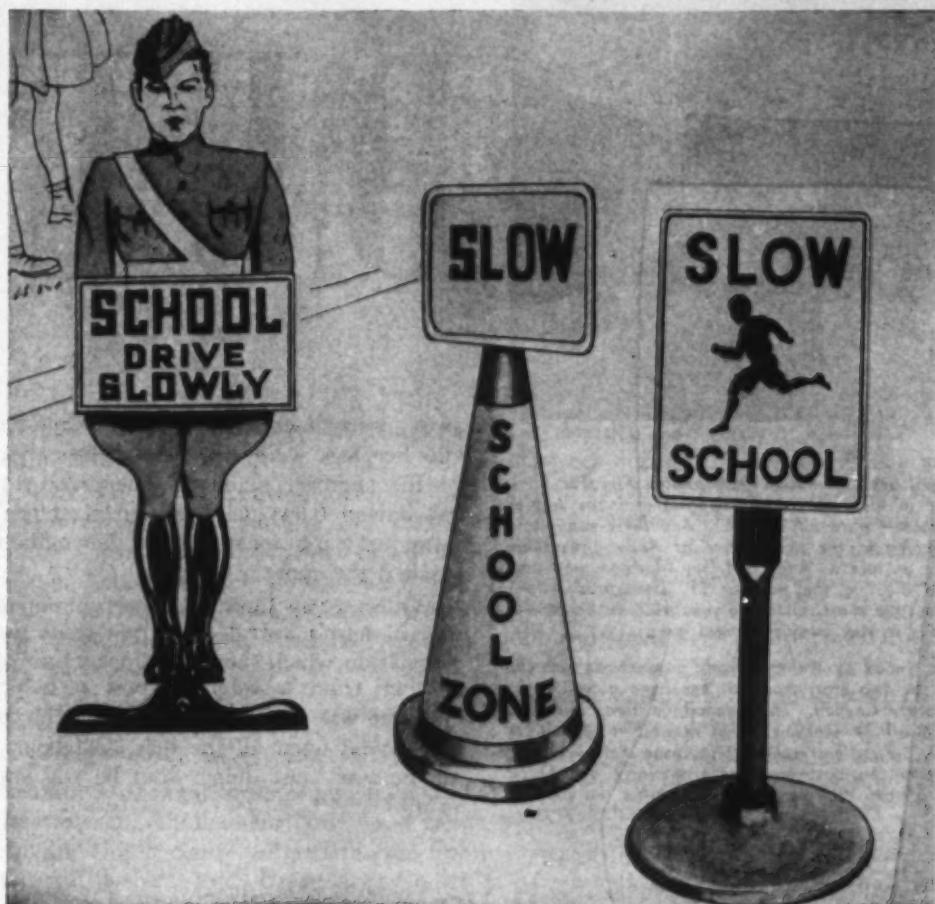
### Books To Use, or Recommend

*Stop and Go, the Safety Twins*, published by J. C. Penney Company, Inc. Includes seven stories for boys and girls, employing comic book style. "Stop" and "Go," safety twins, are featured in five of the stories, which teach: obedience to the patrol boy, how to overcome the hazards of a sudden summer shower, safety on bicycles, responsibility for and good example to younger children, and the playground vs. the street as a ball field. The remaining two stories tell the settling of America's west and the story of artist Rose Bonheur. In the words of National Safety Council President Ned Dearborn, on the book's back cover: "Certainly children can be reached with safety messages better through a pleasant, palatable medium such as your book rather than by ponderous, stuffy pronouncements on safety."

*Daredevil Davey on the Trail*: 16 page comic book which employs current detective-comic sequence and style to point out that all sorts of accidents can result in lost or broken teeth. Specifically illustrated are playing around the water fountain, rushing in school halls, playground and classroom accidents, tree climbing, running downstairs, and others. Final criminals pointed out as enemies to teeth are "Sugar Sweets," "Punk Diet," confidence man; "Lazy Brusher"; and "Hap Hazard." Inside back cover asks: "Do you live in Blunderland?", pictures danger spots. Published by the American Dental Association, 222 E. Superior Street, Chicago 11, Illinois. Samples are free; quantity prices are: 25 copies for \$2.85, 50 for \$5.15, and 100 for \$8.85.

*Elementary Teachers Guide to Free Curriculum Materials*, 10th Annual Edition. Gives full information on the names, descriptions, and sources of the best free supplementary materials available to elementary teachers currently. The *Guide* is organized by subject areas, by titles, by subject matter, and by sources to put the information at the fingertips of the busy teacher. More than 1200 titles are listed; 446 of them are new, and all new titles are starred. Price is \$4.50. Write Educator's Progress Service, Randolph, Wisconsin.

*Educators Guide to Free Slidefilms*. Fifth Annual Edition. By Mary F. Horkheimer and John W. Diffor, M.A. Its 185 pages list 621 titles, 177 of which are new. Includes helpful instructions on how to use slidefilms. Price is \$4.00. Write Educators Progress Service at Randolph, Wisconsin.



## PROTECT THEIR LIVES WITH THE GRAUBARD *School Safety Signs*

Experience has shown that motorists observe and respect these school safety signs. The GRAUBARD school safety signs offer cheap protection of the lives of your children which have no price.

- **CORPORAL DIGBY**—Figure is over 5 feet high. Has red uniform and yellow sign with bold black lettering. Has a 24 pound detachable iron base.
- **TRAFFICONES**—Are made of collapsible rubber. Overall height 40". Write for information on special lettering.
- **SCHOOL STANDARD**—An 18"x24" heavy gauge steel sign, black on yellow, three coats baked enamel colors. Mounted on a 35 pound 42" high metal base.

GRAUBARD'S also carry a complete line of safety patrol equipment.

**WRITE FOR NEW CATALOG**

# GRAUBARD'S

"America's Largest Safety  
Patrol Outfitters"

266 Mulberry St., Newark 5, N. J.



Youngsters all over the nation know famous film star Andy Devine best in his most recent impersonation as Jingles on the TV show, "Wild Bill Hickok." And these youngsters will be listening in the near future as Andy gives them good advice on safety. Andy and Guy Madison, who portrays "Wild Bill" in the popular TV presentation, have made a 20-second short reminding youngsters to be careful on streets and to stay away from real guns.

The short, filmed by William Brady productions with the consent of the two stars' sponsor, has been given to the National Safety Council. The Council, in turn, will send the short to all TV stations which request it for use at time breaks. Six radio sketches which these stars made for the Council in the past have been similarly distributed to date to almost 1000 radio stations across the country.

# BULL

away, went back for her books. Suddenly he saw her legs were still lying across the track. As the engineer made an emergency stop, the boy darted back again, pulled Kathleen's legs away just a split second before the engine wheels reached the spot.

Within a day Jimmy had been nominated for several hero's awards . . . one from the auto association which sponsors Chicago patrol boys, another from a veteran's post of which the engineer was a member. Jimmy? He couldn't understand what all the fuss was about. After all, he was "just doing what he was supposed to do."

Q "Just what he was supposed to do . . ."

Schools opened in Chicago the Wednesday after Labor Day . . . with school patrols on the job from the first day. One day later one school patrol boy was already a hero, having rescued a schoolmate from death beneath the wheels of a train.

The rescued child was a 7th grade girl in a Chicago parochial school; her rescuer was James Carr, an 8th grade pupil in the same school who is a patrol boy at a nearby Rock Island Railroad crossing on the city's south side.

It happened this way: James had shepherded the school's youngsters over the crossing on their way home to lunch. His duties over, he started home himself. Two hundred feet on the way he heard a train whistle and glanced back. Four girls, among them his own 10 year old sister, were clustered on the tracks while, a block away, a Chicago-bound suburban train bore down on them at 20 miles an hour.

He rushed back, chased three of the girls off the track. But one, Kathleen Serafin, terrified, couldn't move. He grabbed her, dragged her

Q Hawaiian is Rodeo winner . . .

A 17 year old Hawaiian youth is the champion teen-age driver of the United States for 1953.

August 14 at Washington, D.C., James Miholick of Honolulu, son of a civilian supervisor at the Pearl Harbor Navy Yard, took top honors in the Second Annual Teen-Age Rodeo. The top place brought him a \$1250 college scholarship.

Second place and a \$750 scholarship was won by Martin Burley, 18, of Fargo, North Dakota. Third place went to Fred Betz, 17, of Baltimore, Maryland, who won a \$500 college scholarship. Warren MacKenzie of Fenton, Michigan, was awarded a \$350 scholarship for fourth spot. Fifth place and a \$250 college scholarship went to Donald Low, 19, of Stillwater, Oklahoma, who finished sixth in last year's contest.

The first place winner, James Miholick, scored 884.5 points out of a possible 1000 during the three days of competition for the 47 teen-age drivers from this country and Canada. The only girl contestant in the 1953 competi-



# ETINGS PATROLS, PEOPLE, PRIZES

tion, Anne Whitfield of Huntsville, Alabama, finished in 14th place.

The three days of competition included tests and examinations which encompassed driving under actual traffic conditions in downtown Washington, on an obstacle course specifically laid out in Washington's National Guard Armory, written tests, and specially prepared personal interviews.

## new safety course . . .

Representatives of small business and industrial organizations are enrolled currently in a new accident prevention course, offered for the first time this fall by New York University's Center for Safety Education.

"Accident Prevention for Small Firms," a 15-week course, is given on Friday evenings at the University's Washington Square Center. The course opened September 25, runs to January 22. Members of the class learn practical procedures of accident prevention which can be incorporated into present small business or industrial operations. Topics covered include basic accident facts, accident investigation and reporting, supervisor training, corrective action, compensation, liabilities of a company, motor-vehicle safety, fire prevention, maintaining accident records, industrial hygiene, and planned safety activity.

Ralph J. Crosby, assistant vice president of Marsh and McLennan, Inc., is instructor for the course.

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## Thurston, U. S. Commissioner of Education, Passes Away

**L**EE M. THURSTON, sworn in as U.S. Commissioner of Education last July 2, passed away at Georgetown University Hospital on September 4. Mr. Thurston, 58, had suffered a heart attack on August 29.

A native of Lansing, Michigan, Mr. Thurston had been state superintendent of public instruction for Michigan from 1948 until his nomination by the President for the Commissioner's post this year. Once confirmed by the Senate and sworn into office, he had plunged directly into official problems, fighting for Congress to restore at least some of the funds cut from the budget of the Office of Education for this fiscal year.

The night before he was stricken Mr. Thurston had worked on the budget. In his two months in office he had also given speeches at Nashville, Tennessee, and Lansing.

Before accepting his U.S. government post, Dr. Thurston had had broad experience in public education and had been a member of a university faculty. He had served on school survey commissions in New York, Boston, and the state of Washington; he had also been active in the National Council of Chief State School Officers, in the Educational Policies Commission of the NEA and AASA, and in the N.E.A. Legislative Commission. A leader in the movement among state and local officials to provide more adequate status for the U.S. Office of Education, he once said of the office . . .

"(It is) committed to guiding the progress of American education not so much by authority as by the fullness of its knowledge and the excellence of its advice, elevated above the level of political controversy by the force of tradition and the integrity of its staff. . . ."

Hot-rodders join up for safety . . .

In California teen-agers themselves are cracking down on wise guys who give them a reputation as terrible drivers. The police educational unit of Los Angeles has organized hot-rod clubs and jamborees, concentrating on the competitive spirit of safety, economy, and compliance with the law. These clubs now have "reliability runs" involving skill tests as well as speed events. At right a student judge checks safety factors as girls participate in a tire changing contest. Far right: body and interior styling plus mechanical excellence rated a prize for this owner at a "Hot-Rod Jamboree."



## Q Whitney fellowship winner announced . .

Dr. Herbert J. Stack, director of the Center for Safety Education, New York University, has announced that the Albert W. Whitney Fellowship, given in memory of the late safety leader, is currently held by Earl Heath of the Baltimore County (Md.) Schools.

Other fellowships announced at the start of the 1953 fall term were:

Harry Stevenson of Angola, New York . . . the Sanford Perkins Fellowship, given in honor of the former vice president of the Travelers Insurance Company . . .

Ernest Schrot of Pennsylvania State Teachers College, Lock Haven, Pa. . . the G. B. Butterfield Fellowship established in memory of the former secretary of the Hartford Accident and Indemnity Company . . .

Leslie Palmer, Texas A&M College . . . the award named in honor of Walter Paine of the Aetna Casualty and Surety Company . . .

Ronald Patterson of Michigan State College . . . the Edward J. Bond Fellowship.

All of the awards, with the exception of the Walter Paine fellowship, were named by the University for former members of the NYU Center for Safety Education Advisory Committee. Each fellowship holder is working toward the doctor of philosophy degree in the field of safety education, preparing for leadership in industrial, traffic, or school and college safety activities.

A sixth grant, given in memory of Bartlett Arkell of New York City, is held by William J. Toth of Brownsville, Pa., who was appointed this summer to conduct radar speed studies in ten states through the use of a specially-equipped research car.

## Q backing for driver education . . .

The chief school officers of the 48 states and the District of Columbia are unanimous in the belief that the youth of the nation shall be given high-quality instruction in driving as an integral part of education for life adjustment in this automobile age. So says Ralph Thomas,

## for SAFETY PATROL EQUIPMENT



Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons. We can furnish the Sam Browne Belts in the following grade—adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.

### 3 3/4" ARM BANDS

Celluloid front—metal back. Web strap and buckle attachment. No. 33 Blue on white JUNIOR SAFETY PATROL. No. 44 Green on white.

### SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen . . . . . \$5.00	Lots of 50 . . . . . 28c each
Lots of 25 . . . . . 30c each	Lots of 100 . . . . . 25c each

### SIGNAL FLAGS—12x18 inches

Red cotton bunting, white lettering, "SAFETY PATROL."
Per dozen . . . . . \$4.00
Less than dozen . . . . . \$1.00 each

Write for our Safety Patrol Circular  
OUR RECORD 53 YEARS

## AMERICAN BADGE COMPANY

129 West Hubbard, corner La Salle, Chicago 10, Ill.



President of the American Automobile Association.

"These progressive schoolmen of the nation," Mr. Thomas said, "are unanimous in advocating driver education for high school students as one of the most promising long-range hopes for reducing traffic accidents, improving individual acceptance of traffic responsibilities, providing for better traffic law enforcement and observance, and for securing public support for highway transportation improvement.

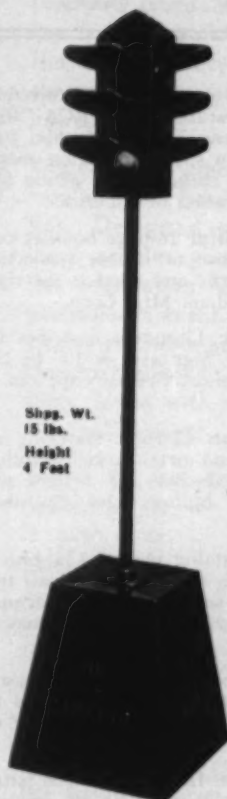
"The endorsement of high school driver education by these leading educators is of interest to all parents," the AAA president said, "and is of special interest to the parents of those teen-agers who will soon be drivers."

The statement was made in connection with the publication of a booklet, "All Chief State School Officers Favor High School Driver Education Courses." The booklet is being given national distribution.

"Ours is a motorized society," Thomas said. "... our main streets and highways are becoming increasingly congested. Traffic accident tolls are shockingly high.

"Many kinds of traffic improvements are essential, but there are few which promise the firm, long-range potentials of driver education in our schools. Now, about one-fourth of the high schools provide a full course with practice driving in a dual control car as recommended by the AAA. There is still a long way to go before every high school student is given this very practical and essential opportunity. The AAA and its affiliated clubs stand ready to assist the school people of the nation with continued support, so that proper education for the motor age can be given to all young people."

## MAKE SAFETY TEACHING EASIER with the NEW TRAFFIC LIGHT INSTRUCTOR



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• Duplicates actual stop-and-go lighting cycles.

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Park, Md.

NOW YOU CAN duplicate true traffic situations right in the classroom! The new Traffic Light Instructor which is manual in operation, duplicates the actual lighting cycle of real traffic signals. *Just 4 feet high*, the Instructor Light is ideal for elementary schools, high school and driver training schools. It's all-metal constructed, with shatter-proof plastic lenses. Operates on any 110 volt A.C. outlet. No special wiring needed—just plug it in. Comes complete and fully assembled. Models available to fit all local lighting sequences. Place your order NOW!

Prices and full details available on request. Write the address below.

NEW TEACHING MANUAL for traffic safety instruction. One copy free to qualified personnel. A practical 16-page guidebook on safety teaching. Prepared by a national teaching authority. Write on your official letterhead.

### SCHOOL SAFETY LIGHT CORP.

214 Schofield Bldg.

Cleveland 15, Ohio



## TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. RCA "400" Senior and Junior Film Projectors: Booklet explains the new features of the RCA "400" Projector. Special features are: Thread-easy film path for 30-second threading, low-speed induction motor for quiet operation, floating sprockets for gentle film handling, etc. Radio Corporation of America.
2. Projection Screens: Colorful 16-page booklet containing helpful hints on how to choose projection screens, what is the best fabric and what is the right size screen for the need. Radiant Mfg. Corp.
3. Safety School Zone Sign: Literature describes the safety school zone sign. Sign area is 30" by 20" with 6" letters and 8" numerals. Special copy can be inserted. Micro-Flex Co.
4. School Patrol Equipment: Circular featuring adjustable Sam Browne belts, and metal-backed, celluloid arm bands, black rubber raincoat and helmet sets, badges, safety and school buttons also described. American Badge Co.
5. Fire Exit Hardware: Catalog describes a line of self-releasing fire exit latches and devices for all type doors. Specifications and suggestions on adequate doors and hardware for each fire exposure situation. Vonnegut Hardware Co.
6. Teaching Traffic Safety: Brochure with illustrations describes a demonstration board designated for driving and safety classes. Magnetized to utilize the board in a vertical position. Magno-Saf-T Board.
7. School Patrol Equipment: Illustrated "open letter" to safety patrol directors includes complete information on uniform equipment—badges, Sam Browne belts, caps, raincoats, and other items of uniform equipment. Graubard's.

SAFETY EDUCATION

NOVEMBER, 1953

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Name.....

Title.....

School.....

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City.....

Safety Education for November, 1953 • 40

## P.T.A.'s Take the Prizes . . . continued

out to parents at meetings, and at other times they were given to children at school to take home to their fathers and mothers."

Judges for the 1953 Carol Lane awards were: Miss Marion E. Martin, Vice President for Women's Activities of the National Safety Council; Mr. Guy L. Noble, managing director, National Committee on Boys and Girls Club Work; Mrs. Elsie M. Fenton, president, American Federation of Soroptimist Clubs; Mrs. J. Howard Hodge, safety chairman, General Federation of Women's Clubs; Mrs. Fred Knight, vice chairman, National Committee for Traffic Safety; and Mrs. Verne Sageser, health and safety chairman, National Home Demonstration Council. Among the total of 41 individual and 26 group entries they studied were several on special safety activities carried out by school teachers as well as by other P.T.A. persons. One special entry considered was for outstanding traffic safety work done last year by a high school girl. Some of these school safety projects by school people will be reviewed at length in future issues of SAFETY EDUCATION.

STATEMENT REQUIRED BY THE ACT OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933 AND JULY 2, 1946 (Title 39, United States Code, Section 233) SHOWING THE OWNERSHIP, MANAGEMENT, AND CIRCULATION OF SAFETY EDUCATION, published monthly, September to May inclusive, at Chicago, Ill., for Oct. 1, 1953.

1. The names and addresses of the publisher, editor, managing editor, and business managers are: Publisher, National Safety Council, Chicago, Illinois; Editor, Alice M. Carlson, Chicago, Illinois; Managing Editor, None; and Business Manager, George Burns, Chicago, Illinois.

2. The owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual member, must be given.) National Safety Council, Chicago, Illinois; Chairman, Board of Directors: E. F. Du Pont, Wilmington, Delaware; President, Ned H. Dearborn, Chicago, Illinois; Vice Presidents—Guy L. Noble, Chicago, Illinois; George F. Getz, Jr., Chicago, Illinois; W. A. Stewart, Southbridge, Massachusetts; Dr. William P. Yant, Pittsburgh, Pennsylvania; Robert R. Snodgrass, Atlanta, Georgia; Robert T. Ross, Dearborn, Michigan; Boyd Lewis, New York, New York; Dr. Herold C. Hunt, Chicago, Illinois; Franklin M. Kreml, Evanston, Illinois; Miss Marion E. Martin, Augusta, Maine; General Secretary—R. L. Forney, Chicago, Illinois.

3. The known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. Paragraphs 2 and 3 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting; also the statements in the two paragraphs show the affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner.

5. The average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the 12 months preceding the date shown above was: (This information is required from daily, weekly, semiweekly, and triweekly newspapers only.)

ALICE M. CARLSON  
Editor

Sworn to and subscribed before me this 21st day of September, 1953.

Bernadette A. Lanouette, Notary Public  
(My commission expires June 15, 1957.)



# BE A WISE OWL

## and simplify your safety instruction

Teacher's schedules are busy ones—checking finished work—preparing new lessons. That's why Safety Education Data Sheets are a necessary aid for simplifying safety instruction.

You can have practical knowledge of common accident hazards—right at your fingertips. Designed especially for teachers, these articles give in compact form, all the information for teaching safety on a particular subject. Each Data Sheet includes available accident statistics, circumstances leading to accidents, basic precautions, along with source material. Two to six, 7x10" pages.

Select the data sheets best suited to your needs. Better yet, order a complete set—it can serve as your encyclopaedia of safety.

- (1) Bicycles
- (2) Matches
- (3) Firearms (Rev.)
- (4) Toys and Play Equipment
- (5) Falls
- (6) Cutting Implements
- (7) Lifting, Carrying and Lowering
- (8) Poisonous Plants
- (9) Electric Equipment
- (10) Pedestrian Safety
- (11) School Buses
- (12) Flammable Liquids in the Home
- (13) Passenger Safety in Public Carriers
- (14) Chemicals
- (15) Hand Tools
- (16) Nonelectric Household Equipment
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- (19) Alcohol and Traffic Accidents
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- (23) Laboratory Glassware
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- (25) Fireworks and Blasting Caps
- (26) Domestic Animals
- (27) Swimming
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- (29) Play Areas
- (30) Winter Driving
- (31) Night Driving
- (32) Winter Sports
- (33) Traffic Control Devices
- (34) Safe Conduct in Electrical Storms
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- (36) Motor-Driven Cycles
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- (46) Safety in the Woodshop
- (47) School Fires
- (48) Unauthorized Play Spaces
- (49) Bathroom Hazards
- (50) Safety in the General Metals Shop
- (51) Safety in Pupil Excursions
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- (53) Safety in the Machine Shop
- (54) Summer Jobs
- (55) Motor Vehicle SPEED
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- (58) Winter Walking
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# Out of the Dark, a Red Grenade

*Corporal*  
*Duane Edgar Dewey, USMCR*  
*Medal of Honor*



IT WAS AN APRIL NIGHT and the Marines, near Panmunjom, were under heavy attack. In one of E Company's machine gun emplacements, Corporal Duane Dewey and his assistant gunner lay on the ground, wounded. A Navy Medical corpsman was giving them aid. Out of the darkness, and into the group, lobbed a live Red grenade.

Although he was already seriously wounded, and in intense pain, Corporal Dewey pulled the aid man to the ground, shouted a warning to the other Marine and threw himself over the missile.

"I've got it in my hip pocket, Doc!" he yelled. Then it exploded.

By smothering the blast with his own body, Corporal Dewey had saved his comrades' lives.

"Now that I'm back in civilian life," says Corporal Dewey, "I sometimes hear people talk as though stopping Communism is a job only for our armed forces and the government. Believe me, it's our job, too. And one way we can both do that job is through saving and investing in United States Defense Bonds."

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